

# School Board Journal

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## APROPOS OF RECENT SCHOOL SURVEYS.

Survey Experts—Double, double toil and trouble;  
Fire, burn; and, cauldron bubble—

*Macbeth, Act IV. Scene 1.*



# A Sketch From School: Maggie O'Leary

By ROBERT KENDALL

Maggie was a rattling good teacher—that's my opinion and like others of my ilk, I have opinions that are hard to jar loose. There are barons of education who are as deeply impressed with the divine-right notion as some of the barons and dukes of industry. We contend with little people so much that we feel strong.

As I was saying she was a rattling good teacher and I say rattling advisedly. She rattled up the steps, she rattled thru the halls and rattled into the office in no uncertain silken tones, for Maggie was looking for a job.

I required no signal from the office girl to advise me of her arrival. I was aware that she intended to arrive but I did not anticipate the manner of her coming. Solomon in all his glory was not arrayed more gorgeously than was this one. I was impressed that the Queen of Sheba possibly had transmigrated into this Irish apparition. I have heard that the lines of beauty are not the lines of strength. Maggie looked strong—quite strong.

Maggie, be it known was a sister-in-law of a member of the board of education, Mr. Flynn. Mr. Flynn was ordinarily a silent member of the board but when he wanted something, he wanted it to materialize with dispatch. Therefore Maggie was to all intents and purposes appointed to a position on our teaching force before she arrived, but my dignity was being spared by this visit.

Of nine thousand candidates, I believe Maggie would have been my nine-thousandth choice. While I sat there just as attentive as a superintendent should sit in the presence of a sister-in-law of a member of the board, I was aware that a vocal bombardment was about to begin and that it would be no mean effort.

She spoke the Irish tongue with fluency, dexterity and precision barring a few accidents to "do" and its inflections. Maggie took the conversational reins from me with celerity and whipped away from small talk about the weather and laid bare the fact that she had taught in "dishtrick farthy four" for the last three years and hoped her apprenticeship would make her eligible to a place in our city schools. She "enjoyed" the country air, the children above all and even the galloping thru the snow for a mile and a half each morning and evening before and after school. She had a volcanic, tempestuous, eruptive type of speech interspersed with mellow tones—mellow as fine liquor aged in a barrel.

As deftly as a cyclopedia expert she uncovered a recommendation from the good men and true in "dishtrick farthy four." It read:

"Gentlemen: I niver roat a rickymindashun befoar, but I want to say that Maggie O'Leary has taught in dishtrick 44 for the lasht 3 years and Dinnis O'Reilly, Jim McCarty and mesilf think she is the foines teacher we ever had. The little uns will cry their eyes out when she goes for they lover so. Mike O'Rourke."

Maggie then told me that if she should be appointed to a position here that the dreams of her childhood would be realized. Her racial gift had not been denied her and her co-operative smile put you on the defensive. She was elected.

When Maggie arrived in September she was appointed to the second grade as the place where she could do the least damage. But that tongue—how fluently and unconsciously she spoke and yet I indulged the fond hope that the children's tongues would not be shaped into shamrocks before spring. This was accomplished by stretching my imagination to the tearing point.

You may never know how reluctantly a superintendent of schools turns the knob on a school-room door where things are going to smash. When I got to the lower floor where Maggie

taught, I was always busy as a hornet and going entirely too fast to stop without injury. I knew by intuition that the room was a wreck. I had already been implored by Maggie to visit her work—but I just couldn't get into her room until one day she anticipated one of my wild rushes past her door and led her unwilling victim to see the e-e wreck.

"Sure and your the foines mon in the wuruld to ivery one of them and there's not one of them but thinks you could make the wuruld over and improve upon it. And you know Jimmy Blays—sure you do—and I want you to hear Jimmy rade. Jimmy thinks your the grand man and it would do your heart good to hear him. Won't you come in?" Well I guess that would have stopped me on the way to a fire in my own home.

A reading class was in action—action mind you. Nellie White was first to the bat and she distinguished herself but that was not uncommon for she always did that. She had the habit. Then came Jimmy Blays and to my certain knowledge Jimmy did not have the habit and I was satisfied in my own mind that he was immune to educational infection. He had been exposed internally and externally—in vain.

Jimmy was the English son of an English father who drove a dray and pulled heavy loads, and Jimmy seemed to be pulling a heavy load when he tried to think. He was just as dumb as anything you ever heard that word applied to and I may venture, all of them combined. He always recited from a sense of duty (or pain) and with as much reluctance as he could offer without getting a crack from some convenient weapon.

But I was to see a new Jimmy. Jimmy went out of his seat and for the front of the room like a comet long over due and making up time. He planted his feet wide apart, grabbed the book firmly in both hands and fixed his eyes on the business at hand until I thought they would surely pop out. He then began with the most splendid example of physical reading ever witnessed. It was the widow's mite. He gave all he had. All, I say. He read from his toe nails to his hair. He had no thought of any earthly thing save Maggie. He would read for Maggie if it cost him a stroke of apoplexy, which seemed highly probable. Maggie was standing at the back of the room bent forward, smiling with the most expectant and encouraging look you ever saw on any face. The contagion had

spread to the room. Every child was waiting for Jimmy to "knock it clear out of the lot." He read, word at a time just as fast as his mental machinery would turn round. He kicked and cuffed his memory to recall the shapes and sounds of words. His mouth worked in contortions, but he read—for the first time to my knowledge. They all read. There was a new organization in the room: Joy, Work & Co. It was not necessary to scoop me into that room by the steam shovel route a second time.

Maggie seldom asked for money or paraphernalia to equip her room. Too much like getting a claim against the railroad allowed.

Her equipment usually came about in some such way as this. On a bright Monday morning you would hear Maggie, as soon as she arrived, bugle thru the halls "the last one of yez come down here, there's somethin doin."

By the time the force had arrived, you would see the janitor, ordinarily very hard of hearing dusting off the door knobs within hearing distance. The force had nicknamed her "The Little Corporal" or "Corp" for short. When she had all the privates in line some orders would be delivered in—in decorated English.

Now Mr. Superintendent and the rest of yez! These classic walls are in dire nade of art. Look at em! Just look at em! There's a bust of General Grant with a cigar advertisement on the pedestal. Then there's the Rock of Ages done in red floss on cardboard and imbiblished by a perfectly beecutiful ten-cent gilt frame. Thin there's the galaxy of distinguished poets an heroes, smothered in dust before we were born, to say nothing of a long list of rose-colored chromos you couldn't presint to any barbershop in town. How this magnifisint colliction has escaped the keen scint of J. Pierpont Morgan I am unable to discover. Now there's goin to be an art exhibit, an ice cream sociable and a wenerworst festival combined and a hundred dollars in the treasury at the finish—see? Now, Mr. Suprintindint you set the date and I'll see that these intillectual knights ov the birch do the work."

When the last fond parent had disappeared after the entertainment proud of his child's screech or song, Maggie the "Corp" would call the tagged out "Knights of the Birch" together and revive their spirits with a grand assortment of good old Irish steps and fancy dances. When she got thru, there were in those rooms any and every thing that would make a school-room a place where a child would want to be.

Maggie's diploma was a mortgage burned in recognition of sixteen years of faithful service that helped to transform Mike O'Leary from a renter into the proud owner of a quarter section of land. This together with a little post-graduate study in the district school and two years in high school constituted her education.

Yet she was a successful teacher in the best sense of the term. No third grade teacher ever complained that Maggie's pupils were not well prepared for the work of the higher grade. Her classes would have shown nearly a perfect score in a tabulation for absence of "retardation" or "repeaters."

In the life of the school, Maggie soon made herself almost indispensable. If hall order failed, send the "Corp." If anything else failed, send the "Corp." The second spring "The Little Corporal" headed the salary list.

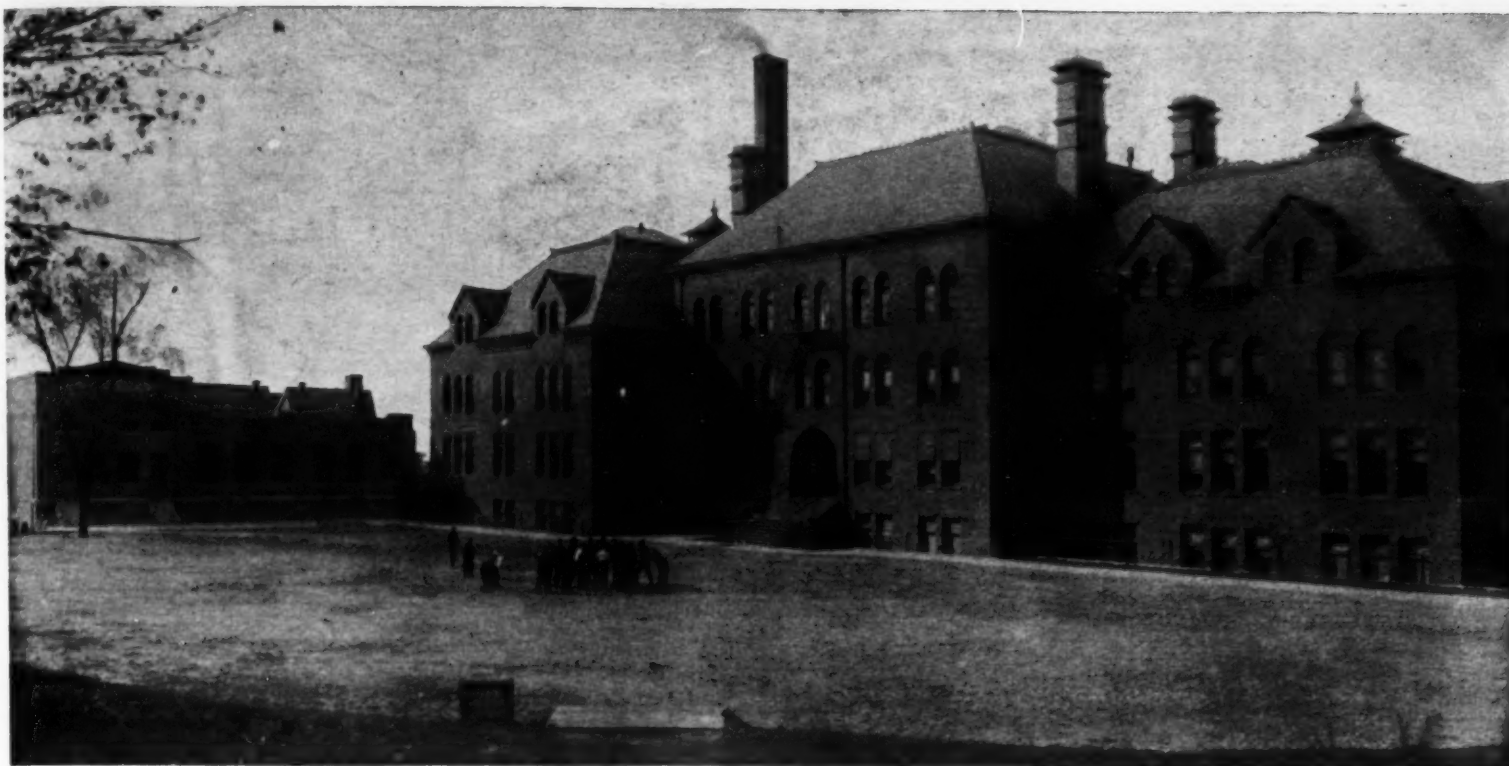
Nothing that I ever knew of ever conquered the "Little Corporal" but the ardent wooing of Larry Fitzsimmons. When she marched bravely away on the arm of her lusty swain, there were sober faces in the school. Jimmy Blays knows why.



MR. FRED L. KEELER,  
Lansing, Mich.

State Superintendent of Public Instruction for Michigan. Promoted from the position of assistant superintendent because of exceptional merit. See subsequent page.





JUNIOR HIGH SCHOOL BUILDINGS, GRAND RAPIDS.

## THE JUNIOR HIGH SCHOOL

The Next Step Forward in Education.

By PAUL C. STETSON, Grand Rapids, Mich.

This is the age in which the community ideal is uppermost. By this is meant the idea that our governments, our common councils, our churches and our schools exist not for any individual or group of individuals but that they are only performing their proper functions when they serve the entire community all the time. Nowhere has this community ideal found greater support than among progressive schoolmen and boards of education. Any school which does not serve all of the legitimate needs of the community, in so far as it may, is not considered efficient, and efficiency is the magic word of the twentieth century.

It has been well pointed out that fifty years ago in most communities the school system had no need of exercising many of the functions it assumes today. Fifty years ago, most communities were farming districts or were near farming or frontier districts. These were small and comparatively simple in their social life. The boy (or girl) found the stimulus out of school which gave him his life interest. Manual work was a part of his life and would have been unnecessary in the school. But as communities grew and became complex, new problems arose. Until comparatively recently, however, the educational opportunities offered by the school system had not changed. A school system adaptable to the needs of the middle part of the nineteenth century is not the right one in the twentieth century. The Junior High School meets the needs of the twentieth century not by deploring the changes but by accepting them and by conforming the school to the conditions thru first, a more plastic organization, second, a more elastic and varied curriculum, and third, thru a more thoro organization of what may be called its socializing activities.

### Reason for the Junior High School.

Perhaps the schools have not been assailed more on any one point than that of the relation or lack of relation between the grades and the high school. Instead of making the twelve grades a single unit they have been so administered as to create the impression that the system consisted of two distinct parts, the grades and the high school. An alarming number were leav-

ing the eighth grade, confident in the belief that their education was completed because they had "graduated." The high school was to many an unknown quantity, something apart and remote from the general scheme of affairs, only to be entered by those aspiring for a college education. Again, upon entering the high school, the boy (or girl) often found himself helplessly bewildered thru the great change from over supervision to what seemed the greatest liberty. When the period of readjustment had passed, many had become hopelessly behind and had dropped out. It was in response largely to this demand for better articulation between the high school and the grades that the Junior High School came into existence. That it has met this need in Grand Rapids at least, would seem to be shown by the fact that when the school was organized in September, 1911, there were 430 pupils and 15 teachers as against 851 pupils and 36 teachers for September, 1913. A large part of this increase is due to the fact that fewer are leaving school at the end of the eighth grade and that the transition from the grades to the high school is so gradual that the pupil experiences no difficulty in adjusting himself to his new school environment.

### A Definition.

The Junior High School, then, may be defined as a definite constructive attempt to make the school serve the community by bridging over the gap between the grammar grades and the high school; by offering some form of pre-vocational work to those who can never enter high school; by aiding all the pupils thru its ability to give them more vital and wider life interests.

The Junior High School should consist of the seventh, eighth and ninth grades organized upon the departmental basis. In reality, however, one of the first requisites for a successful Junior High School is the abolishment, in the minds of the teachers at least, of the grade distinctions. Efficiency in the preceding work should be the basis for promotion, not the completion of a given grade. One of the worst crimes committed by the school system is to make a boy or girl repeat all of the subjects because he fails in arithmetic or grammar or reading. The good of the

individual, not of the system, should be the aim of the administration. Promotion time loses half its horrors and all of its injustice when pupils are promoted by subjects rather than by grades.

There exists in any system three distinct types of pupils. Those who will want to go to the university and enter professional work; those who expect to take up some business line, such as stenography, etc., and those who, either from economic pressure or from indifference, will never go further than the law compels. The Junior High School should be administered with this in view. All will admit that each of these groups demand distinct treatment. It is not advisable to divide the lines sharply for there are always those who are on the border line. The need, however, can be met fairly well by taking a census of the students with a view to determining into which group they should be placed.

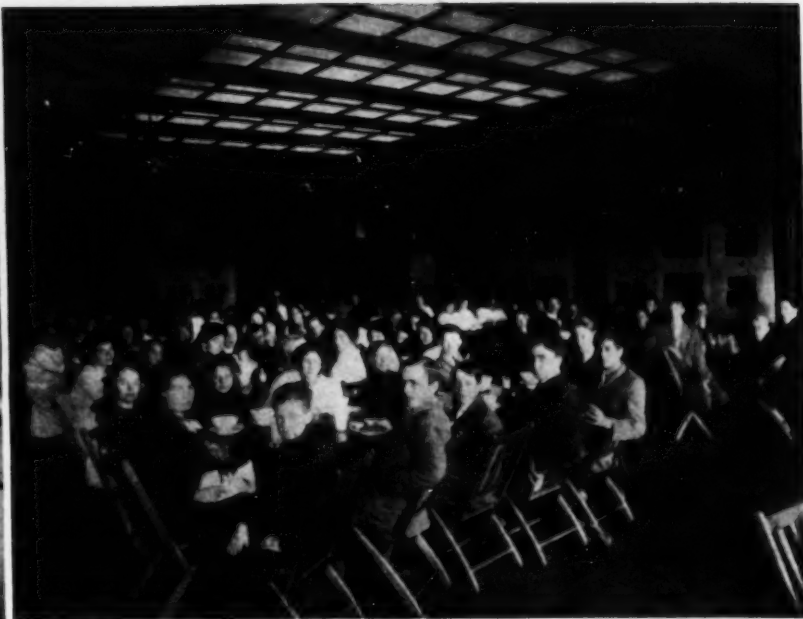
### Departmental Teaching and Supervision.

The principal of any Junior High School will meet the criticism that departmental work deprives the pupil of this right, namely, the close supervision and inspiration which the one-room, one-teacher plan is said to possess. In spite of the fact that each teacher under the departmental plan is a special teacher in her subject, giving all of her time to it, this criticism is one which is not without merit. It may be and is met in two ways; first, by assigning to a group certain teachers who advance with the pupils each year. In this way, one will have the same teacher in arithmetic three years, in grammar three years, etc. The great objection to this plan is that if a pupil happens to get a poor teacher he is doomed to three years of poor instruction. A more feasible plan, and the one in operation in the Junior High School at Grand Rapids, is to divide the school day into five periods of sixty minutes each, extending from 8:30 in the morning until 11:30 and from 1:00 in the afternoon until 3:30. The school day thus consists of 5½ hours. The last 30 minutes are used for a general study hour, for music or assembly without interfering with any classes. Under the hour plan, the recitations last 35





A CLASS IN APPLIED ART OF STRICTLY PRE-VOCATIONAL STUDENTS.



THE LUNCH-ROOM IS ONE OF THE STRONG FEATURES OF THE SCHOOL.

minutes and the remaining 25 minutes are given up to study. In this way, every pupil is given a chance to prepare, under supervision, every lesson every day. The teacher comes into closer personal touch with the student than was possible when he reported only for 35 or 40 minutes, and the pupil accomplishes more under 25 minutes of supervised study than he would in 60 minutes of desultory work.

In still another respect should the organization be flexible and that is when dealing with the exceptional boy or girl. Many pupils are not able to fit into the freedom of the departmental organization. Some have lost step thru sickness, some thru moving about, some are temperamentally unable to keep up. For these students, special rooms are provided. They are conducted under the one-teacher plan. As soon as a student demonstrates he is able to do the regular work, he is placed in a session room and some one else takes his place. In Grand Rapids these rooms, always in charge of an unusual teacher, have proven their value.

#### Flexibility and Adjustability Needed.

The point which it is desired to emphasize is this: the organization must be flexible. The school must be so administered that the articulation of school and pupil shall be as perfect as possible. The modern Junior High School, as indeed any school, has all sorts and conditions of students to deal with and it should be elastic enough to meet the demands made.

It is not any more important to have a flexible organization than it is to have an elastic curri-

culum. In fact the two are complementary,—one calls for the other.

It has been stated that in general there are three types of students in the Junior High School; those who want the traditional work, those who will take commercial branches and those who, for various reasons, will not continue after the eighth grade.

Nearly all will agree that the school will not live up to the community ideal if it forces all, irrespective of aptitudes or ambitions, to take the same course of study no matter how little it may meet their individual needs. It follows, then, that the curriculum must be not merely enlarged, but radically changed. In Grand Rapids, three courses are offered, which are the general or traditional course, the short commercial course and the pre-vocational course.

The general course does not differ much from the traditional studies except that the work is more intensive. An effort is made to give these students a larger and broader outlook thru courses in food-values, machinshop practice, sewing and printing. These students, if they elect it, begin their Latin in the seventh grade. In that case, they do not take the usual course in the technical grammar but are made to feel the practical bearing of Latin thru the fact that they must always connect their Latin and their English. Of the success of this it can only be said that those who elect Latin know their English grammar better than those who do not. In other words, the relation between written Latin and spoken English is made clear. It becomes

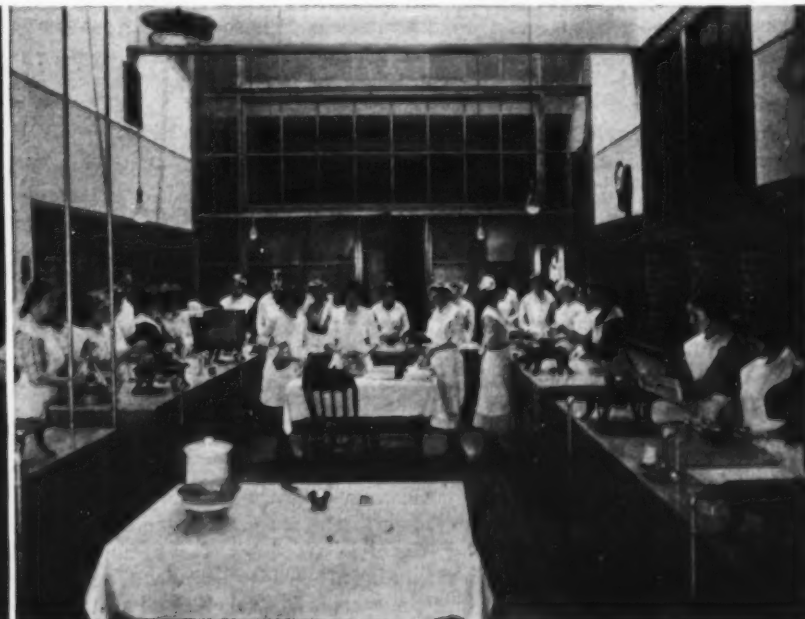
to them no longer a "dead language." Of the general course, little more may be stated, inasmuch as the requirements of the high school and college are still very rigid.

#### The Commercial Course.

The second group of students offers, however, a chance for more constructive work. A commercial course is offered, two years in length, at the end of which a certificate is given. However, the work is only nominally two years long. Perhaps the idea back of this course can best be expressed in the words of the head of this department. "I want," he said, "to do away with semesters and years. A student will not spend twenty weeks on elementary bookkeeping because it is required. He will go ahead as fast as his individual ability will allow. If he finishes it in ten weeks, well and good. If not, he will stay in it until it is finished. If he is a good bookkeeper in less than two years, turn him out; if he is not at the end of two years, keep him." Not weeks nor years is the determining factor in this course, but efficiency. The two-year course was offered with the result that twenty-five, who almost of a certainty would not have continued, are in school. The work of this group is so arranged that if any should desire the full course, they continue without loss of time. At present the work offered is business English, business arithmetic, bookkeeping, shorthand and typewriting for two years. Some industrial history is offered the second year. When these pupils leave school they, at least, will not be found among the unfit and the unskilled.



THESE GIRLS WILL BE INTELLIGENT CONSUMERS AS WELL AS PRODUCERS IN SEWING, WHEN THEY MARRY.



AN IMPORTANT PART OF THE HOMEMAKING COURSE.





VIEW OF MACHINE ROOM SHOWING DIFFERENT ACTIVITIES OF THE BOYS. NOTE THAT THE BOYS THEMSELVES OPERATE ALL MACHINES.



PRESS ROOM OF THE PRINT SHOP.

The third group is composed of those who must or do drop out of school. The most pathetic sight given one to see is that of the eighth grade "graduate" who goes forth every February or June with his diploma to take his place among the unskilled. Very often all the school has given him is the ability to read, write and cipher indifferently well. The system which does not provide at least some sort of pre-vocational training for these future citizens, is not living up to the community ideal. The Junior High School, however, would take care of this group thru the pre-vocational course while they are in school and thru its continuation and evening school when they have left.

#### The Pre-vocational Courses.

Every city as a rule specializes in some particular industries. In Grand Rapids, of course, it is furniture and printing. In the school with which I am connected, an attempt is made to help this group by organizing an elementary industrial course for boys and girls. The boys may specialize in woodworking or printing and the girls in dressmaking or cooking.

The boys are given not only the regular bench work but special work in mechanical drawing and with woodworking machines. They are taught to use accurately and skillfully the planer, the jointer, the rip saw, the band saw, the jig saw and the universal saw. This is not a trade training in the sense a trade school conceives it, but is designed to enable the boys to find themselves and to give them a good

knowledge of the woodworking trade should they take it up.

In the print shop, the boys are taught the work from the trade standpoint. Some spend every half-day and some all day in the shop under the direction of a practical printer and working toward the definite end of learning the craft. They may specialize later either in composition or press work. The printing school runs eight hours a day and a half-day on Saturday. Every job must pass the commercial test and the boys know that for every piece of work they do the Junior High School is paid by the Board of Education. They realize that it is not a make-believe world in which they are employed, but that they are to be judged by the standards used in the best shops—speed, accuracy and thoroughness.

#### Work for the Girls.

The girls of this group are given work designed primarily to make them good homemakers, and secondarily, to make them good helpers in any dressmaking establishment. Elementary sewing, cutting and fitting and the principles of design and costuming are given them in the Domestic Art Department and food values or dietetics in the Domestic Science. Millinery should also be taught. Thru a special department of art, which is really applied art, the opportunity is given all to discover whether or not they have any aptitude for that work. Free hand drawing, sketching, designing and arts and crafts work are among the courses offered.

In this department, an effort is made to correlate with other subjects by giving the girls costuming and harmony of colors and by giving the boys design, spacing and color work as related to printing. By means of two elective classes, those who feel they have a special talent are encouraged to keep on, or discouraged, according to their ability. "Art for art's sake" does not rule in this department but art as applied to the home, the dress or the trade, does. The possibilities of applied art, as it can be taught under proper conditions, are hardly to be overestimated.

But least it may be objected that the work is too material and that nothing "cultural" is given them, it may be added that in the final analysis, true culture consists in doing one's work well. If culture consists in teaching these boys and girls bank discount which they will never use and technical grammar which does not enable them to speak correctly, the Junior High School does not aid in their cultural development, but if it consists in making these young people good citizens by producing intelligent consumers and producers thru some form of pre-vocational work, then the Junior High School does help in their cultural growth.

Thru a flexible organization, then, in which the needs of the pupils and not the demands of the system is the objective point and thru an elastic curriculum which does not try to make each boy and girl fit the same mold but which

(Continued on Page 54)



LECTURE ROOM OF THE PRINT SHOP.



COMPOSING ROOM OF THE PRINT SHOP.





## WHAT IS THE BEST BASIS FOR INCREASING THE SALARIES OF GRADE TEACHERS? OF HIGH-SCHOOL TEACHERS?

By ELBERT W. GRIFFITH, Glens Falls, N. Y.



We live in a period of rapid transformation and advancement. In business, social, ethical and educational life progress is marked. Those who are especially interested in the administration of education are well aware of the rapid and remarkable development that has been made in this field of endeavor during the last few years. Superintendents, principals, teachers, boards of education, patrons singly and patrons in groups are everywhere reading educational literature, studying psychology, pedagogy and the child; and all are trying, as never before, to find out what is most valuable in education.

The growing interest in the child and his education produces an increased demand for better qualified teachers. Even small villages want normal graduates for the elementary grades and college graduates for the academic department. Communities are growing more particular concerning the individuality, culture, and spirit of the teacher. In dress and mode of living more is expected of her. She must take recreation to restore her nervous loss, and impart freshness and life to her teaching. She must read some good books, mingle with refined people, and grow in culture. It is expected that she read educational magazines and books, and attend summer schools and make some professional growth. Since many teachers devote their entire lives to teaching, common sense requires that in the form of endowment insurance, savings-bank account, or in some way they save something to help support those dependent upon them or to care for themselves in old age.

### A Salary Ideal.

We are progressing toward this ideal of a teacher's salary formulated by a woman teaching in the elementary grades: "A teacher's salary," she writes, "should be sufficient to enable her to live comfortably, dress simply but in good taste, supply books, etc., in order that she may keep abreast of her profession, furnish such vacation and other recreation as shall repair physical and nervous waste, lay aside (without being niggardly) means to meet accident, illness, or temporary loss of employment, and maintain insurance that shall furnish a retirement fund when she must lay down her work."

Now, while in most communities thruout the land the standard of qualification and the corresponding general expenditure required of teachers have thus definitely grown, as we all are well aware there has been a marked, contemporaneous advance in the cost of living, which, according to high authorities, during the last dozen years has amounted to as much as 40 per cent or 50 per cent. It is probable that most boards have increased salaries somewhat within the last few years; but unless a community is now paying 40 per cent or 50 per cent more in grades and high schools than it was 10 or 12 years ago, its salaries are too low, and justice requires further increase.

NOTE—This suggestive paper was read before the New York Council of Superintendents at Niagara Falls, October 22, 1913.

### The Effective Economic Argument.

These facts would seem to constitute a good and sufficient basis for increasing the general level of salaries. But, if a board cannot secure at customary prices teachers of such qualification as they want, the small supply and the increased demand will prove a more effective basis than humanitarian and ethical considerations, and salaries will go up.

In connection with my study of this broad and important subject I examined the Report of the Committee on Teachers' Salaries and Cost of Living, made this year to the National Education Association, and published in a volume of more than three hundred pages. I also sent personal inquiries as to what is the best basis for increasing salaries to a large number of superintendents and other prominent educators; and you will be interested in the following extracts from their replies. First let me give you opinions upon the basis for increasing the general level of salaries:

#### Some Opinions on the Best Basis.

*Dr. Charles F. Wheelock, Albany, N. Y.*—"In a general way, it seems to me that the only way for increasing salaries generally, is to bring about a full appreciation of the value of the services rendered. I think that teachers' salaries will of necessity follow general economic laws. Higher requirements, meaning better preparation and, consequently, greater expense in preparation will necessarily mean in the end better salaries. I know of no other way to get them. I am gradually coming to believe that we shall, before long, have to exact a special high-school teachers' license—probably in departments."

*Former Superintendent Vernon L. Davey, East Orange, N. J.*—"In many places the annual loss of fine teachers has resulted in an increased schedule because the board—thru the showing made by the superintendent has realized that salaries must be advanced or the schools will continue to suffer. The great question considered by the average board is not—"what is reasonable and fair?" but "how can we get the best without paying too much for it?"

*Dr. Nathan C. Schaeffer, State Superintendent of Public Instruction, Pennsylvania.*—"The schools can never be made better than the people want them to be and the willingness of the people to pay for good schools and good teachers determines the extent to which schools can be improved."

*Supt. Franklin B. Dyer, Boston.*—"It goes without saying that I, along with all superintendents, recognize that teachers are especially insufficiently paid in the last few years. An increase of 30 to 40 per cent would not more than balance the increased cost of living, and the increased requirements upon teachers in other ways."

*Prof. George P. Bristol, Cornell University.*—"I am of the opinion that when a community can be made to see that the schools are made by teachers and not by fine buildings there will be a greater willingness than now to expend money for salaries, even if new buildings are postponed or perhaps given up entirely."

*Former President Charles W. Eliot, Cambridge, Mass.*—"The best reason for increasing salaries seem to me to be, that the young women obtainable on the present salaries have

not had an adequate training for the teacher's calling, and cannot live while they teach on their present pay in a way to keep them robust, gay and efficient. A young woman teacher ought to be able to lay up a little money each year that she teaches, in order that she may be able to do something towards setting up a household when the opportunity for marriage comes. At the present salary of the young teacher in either city or country little can be saved from the annual income, unless a teacher lives at home.

But the increase in the general level of salaries is only a beginning toward the solution of our problem. A more difficult step is the basis for increase from this general level or minimum, toward a possible and receding maximum.

The Report of the National Education Association's Committee, before mentioned, includes a study of more than 330 cities in all parts of our land. This report contains many important conclusions a few of which are, in substance:

#### Findings of the N. E. A. Committee.

The primary basis in the increase of salaries has usually been length of service, but more emphasis is coming to be laid on efficiency. From hard and fast schedules based on length of service, unfairness arises. To meet this difficulty school boards are providing some check on the advance for inefficient teachers, and some provision for the rapid increase of the salaries of exceptionally capable members of the force. The tendency to recognize individual differences is rapidly growing thruout the country. Experts have put forth schemes for the measurement of teaching efficiency. Some states have enacted laws directing that the efficiency of teachers be rated. Promotional examinations are required, in many cities, at stated times as the teacher advances up thru the schedule, and Boston, New York City, Baltimore, Chicago and Kansas City are notable examples of cities following this custom. Some cities have a system of estimating or checking up the efficiency of teachers based upon reports or votes of supervisory officers; and reference is made to this rating of efficiency when the board fixes salaries for the succeeding year. There are probably few cities in the country in which the increase from minimum to maximum is based merely on lapse of time, or years spent in teaching; for there is generally some method for avoiding increase for teachers of low rating.

#### Interesting Personal Opinions.

You will be interested in the following opinions concerning the best basis for increasing salaries from minimum to maximum:

*Supt. Henry B. Hervey, Auburn, N. Y.*—"You propose a question, the answer to which is not likely to be worked out in actual practice in our time. Undoubtedly the best basis for increasing salaries of grade teachers, of high-school teachers, or of workers in any field is the basis of merit. Under all circumstances a well defined salary schedule fixing the minimum and maximum salaries and the yearly rate of increase seems to be the best solution. The nearest approach to a merit system that seems now possible is to withhold an annual increase from



teachers who by common consent have not reached the vague and indefinite standards now prevailing; and in rare cases to pay a salary above the established maximum to teachers who by common consent have shown very superior ability. While the merit system is the only rational one, it cannot be applied to any great extent at present because we lack accurate standards of measurement and because even if such standards were available they could not gain general acceptance until much time and effort had been expended in a systematic campaign of education. We should not rest content with the present situation, but should strive earnestly to reach a higher level."

**Supt. Jas. A. Estee, Gloversville, N. Y.**—Term of service and success in teaching must be the basis of increasing salaries but the rules in smaller cities, in my judgment, should be so flexible that teachers of exceptional merit may be still better paid and so retained in the service of that city.

**Supt. R. R. Rogers, Jamestown, N. Y.**—If I were to make up a schedule to suit my own notion I should place less emphasis upon length of service and more upon efficiency and professional advancement.

Extract from Jamestown rules: "The board of education reserves the right to withhold the annual increase in any individual case."

#### Dr. Maxwell's Idea.

**Supt. Wm. H. Maxwell, New York City**—I have thought and done much on this subject, but I am not at all sure that I have reached definite conclusions. There are, however, two or three things that I think may be said with a reasonable degree of certainty:

1. The teacher's salary should never be below the point at which a woman may live respectably and take advantage of opportunities for culture such as travel and attendance at lectures, concerts and art exhibitions. In case of a man it should not be below the point at which he may marry and support a family.
2. The salary should be sufficient to attract to the profession men and women of culture and education, in the case of elementary schools, of at least two years' training above a high-school course; and in the case of high-school teachers, of college graduates with at least one year of postgraduate work.
3. Increase in salary should depend entirely upon increase of efficiency, and teachers of superior merit should be paid higher salaries than teachers who are only barely satisfactory.

**Mr. C. W. Bardeen, Editor The School Bulletin, Syracuse, N. Y.**—But how shall teachers' salaries increase? Not automatically. Civil service rules do not apply to teaching. A mere clerk may grow more efficient year after year merely from practice, but a teacher is as likely to deteriorate after five years as to grow. A rule that makes position permanent after three years and then all salaries increase periodically is deadening. That is just what the "merit system" in New York City has had such a fight against and in the reaction has lost. *The one necessity in teaching is discrimination.* Salaries should increase not from length of service but from better service, and the superintendent, aided by the principals in large systems, should be unfettered in giving this increase where it is deserved and only where it is deserved. This is more important in high schools than in the grades, but is fundamental to the highest efficiency in both.

#### A School-Board Member's Idea.

**Dr. J. R. Street, Dean of Teachers' College, Syracuse University.**—At the very beginning I must confess that my ideas are not so much the outgrowth of practical trial as of my experience as a member of the school board. Syracuse and many other cities have a minimum and maximum rate with an annual increase until the maximum salary is reached. After the teacher has taught her trial year and is reappointed, there is practically no feeling of uneasiness as to the permanency of the position. Usually there is no reason that compels the teacher to put forth special effort to make herself more worthy of the increase. This method seems to be the common one. It is one of convenience for the clerks, the boards, and certainly an

agreeable one for teachers, but not a very inspiring method. While a member of the school board here, I gathered that some of the teachers of the city were doing all they could to make themselves worthy of the increased salary, while others were resting on their laurels and having a fairly easy time. I felt then that after the first three years, during which time a teacher must necessarily grow, there ought to be some other standard for increasing her salary.

I am a little acquainted with other plans. The one based upon the reports of the superintendent and principals concerning the quality and increased efficiency of the work done, will act as a spur, but usually gets the principal into trouble. It is scarcely a fair proposition for him. He has to recommend the advancement of some teachers in his school while he holds back others, and that generally makes hard feelings. Even so, however, I consider this a superior plan to the first one, especially if a fair-minded principal be over the teachers. Another method is to require teachers to do a certain amount of professional reading, or perhaps, other reading and then take an examination for advancement. I have never seen this work, and consequently do not know how efficient it has proven. Of one thing I am certain: a teacher who is receiving an increase of salary from year to year ought to do something—perhaps ought to be required to do something—that will increase her efficiency as a workman.

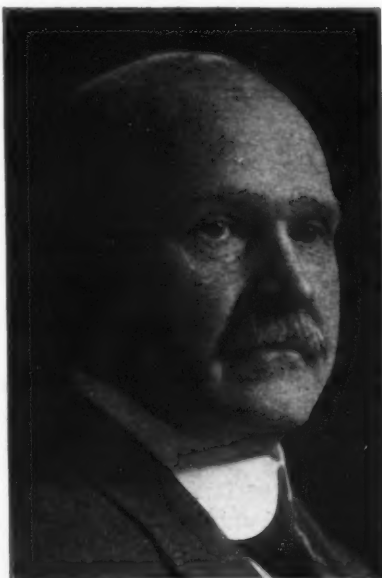
**Supt. Jones, Albany, N. Y.**—There is no question in my mind but that efficiency should be an important factor in determining such increase, but thus far we have not been able to accomplish this. Our increase is based on length of service, and in many ways it is proving very satisfactory. It certainly avoids outside pressure that is frequently brought to bear to increase the salary of a particular teacher over that of her colleague doing the same amount of work.

**Supt. A. J. Jacoby, Elmira, N. Y.**—Teachers who improve their qualifications thru summer schools and pedagogical reading and study and whose work shows improvement because of these efforts should receive larger salaries than those who are satisfied with their educational attainments.

#### Compromise Ideal with Practical.

**Supt. Charles S. Williams, Hudson, N. Y.**—The advancement of teachers' salaries must be sort of a compromise between the ideal and the practical so far as it pertains to smaller cities. Theoretically speaking, there is only one criterion by which advances in salaries should be given; that is efficiency, and that efficiency should be determined by the principal, superintendent and other supervisory officers. I am assuming that the principal is a supervisory principal and not merely an executive principal. Theoretically speaking the question of growth and progressiveness should be the main element

#### Pittsburgh's New Superintendent.



DR. W. M. DAVIDSON,  
Superintendent-elect, Pittsburgh, Pa.  
(See Editorial.)

in testing the teacher's efficiency. I feel certain that the time element should be a secondary consideration and not the whole thing as is most often the case.

Extract from Hudson Rules. "Resolved, that advance in salary be made to depend upon efficiency and preparation for the profession, not upon years of service. That the board reserve the right to omit an annual advance or to increase it as the abilities of individual teachers may warrant."

**Supt. S. R. Shear, Poughkeepsie, N. Y.**—The real basis must be the time element. Of course, I understand that the ideal plan would be to judge teachers absolutely by their work, and have no schedule, but in that event a superintendent would be continually in hot water, not only with the people, but with his board of education and teachers. A superintendent might have a definite opinion as to the fitness of a teacher, but it would be difficult for him to prove that his judgment is accurate, and as a matter of fact, it might not be accurate at all. I have never hesitated to recommend against an increase if I thought it underserved, and I think after a superintendent has fought out two or three battles of that sort, teachers will understand that they are to be judged on merit alone.

Extract from Poughkeepsie rules. "The yearly increases indicated in the above schedule are contingent upon the recommendation of the superintendent and of the Committee on Instruction."

**Supt. Geo. R. Staley, Rome, N. Y.**—An automatic advance of \$50 a year for three successive years should be provided for all who earn the commendation of the superintendent of schools. Two further advances of \$50 each should be provided for such teachers as earn special consideration by virtue of attendance upon summer schools or extension courses or such other desirable supplements to a professional education as may be defined by a local board of education. On the whole, then, it would be my judgment that for professionally trained teachers, the chief basis for increase in salary are experience and further education.

#### Minimum and Maximum Increases.

**Supt. Edwin C. Broome, East Orange, N. J.**—It would seem to me that in the matter of teachers' salaries there should be a definite minimum and a definite maximum for the various positions thruout a school system, but that increases should not be automatic or mechanical or uniform in any department. It would seem to me wise to have all increases determined by one or all of the following considerations:

1. Length of service.
2. Increased efficiency.
3. Professional growth as determined by the efforts of the individual to improve his or her qualifications for teaching.
4. Character of the work done.

Where there is a minimum and maximum schedule, it would seem that there should be a scale of increases. I would recommend that all teachers who are good enough to be retained should have some increase. We will call this a minimum increase. This can be based entirely on length of service and should be uniform for all teachers in a certain department. Next I would have a larger increase for teachers who show marked ability or great improvement. There are, as you know, teachers who are always excellent all the time. I should put those in the class of teachers of whom I spoke as having marked ability, who are really superior teachers always and keep themselves so. By those who show much improvement I mean the teachers who may have been mediocre at first, but have made great efforts and successful efforts to improve. It seems to me a preference should be given to those over the teachers of the first class, who merely get by. I can see no reason why a different basis should be applied to high-school teachers than to elementary teachers. The only difference is that high-school teachers should be graduates of an approved college or have qualifications which are equivalent as a prerequisite for appointment.

**Supt. James M. Greenwood, Kansas City.**

1. Skill in rich, vital, stable teaching.

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# An Incident At The Grand Rapids Meeting

By Chairman H. E. MILES, Wisconsin State Board of Industrial Education

"Bear out our imperfections with your thoughts."—*Shakespeare*.  
"Cultivate essentials—purge Superficialities."—*Angelo*.

When one is officially and severely misrepresented in a public gathering, tho not maliciously, it is necessary to make corrections in behalf of a just and great movement. Never personal; that would be gratuitous. When King Humbert escaped an assassin's bullet, he said unconcernedly: "This is an incident of my trade." So assaults, and misunderstandings are incidents with lesser people who, in social service, disturb fixed ideas and their devotees. When, however, upon further consideration in the same convention, even after many had departed, the critic considerably withdraws his strictures, the incident is closed in all honest minds who bear the later statement. In this case, however, being informed that the strictures are being repeated in several quarters, I gladly avail myself of this opportunity to enlarge the expert's understanding of the article, "What I am Trying to Do," in the October World's Work, altho the intervening weeks show that the article was entirely clear and helpful to the lay minds to whom it was addressed. I do this with high appreciation of Dr. David Snedden who made the criticism and the later explanation, and in the thought that other minds may wish to be disabused of some poorly founded criticism as was Dr. Snedden's and another well-known industrial educationalist, who after white heat and whiter criticism, wishes to follow the writer in public discussion and support his every position—"but in language that I (ne) would understand" as an expert educator!

## Objections to the Article.

The first objection to the article was that it claimed, or might seem to claim that Wisconsin is giving an abundant amount of the best quality of Vocational Education at \$10 per student year. The article makes no such claim—there is a head line preceding it written by the editor, without the writer's knowledge, out of which something remotely approximating this statement can be read by the fearful, but no longer is so read by the above gentlemen!

Again, the objectors believe that the education given in the Wisconsin Continuation Schools is not truly vocational, i. e., has not as its "controlling purpose" the fitting of the individual for a "recognized occupation." And yet, those who made this objection say, that on the whole, education in the Wisconsin Continuation Schools is about "as vocational as it can be."

Clashes of opinion between the majority of professional men and any layman who thoroly studies, and is not a mere patron of, the movement will be due particularly to the diametrically opposite points of approach. The professional will see the structure now built—the present school system a part of which he has been all his life—will approach the new requirement from the point of modification of the existing situation. I have never heard a school teacher take any particular account or seem even to know that fifty per cent. of the child life of the nation is educationally wasted as respects efficiency and intelligent self direction, each in some one department of the world's work. The teacher is apparently as used, as accustomed and blind, to this fifty per cent. waste, as any untidy housekeeper to the litter about the back door.

If this is not so, he certainly gives no contrary indication.

The lay mind seizes instantly upon this conception of waste and salvage and looks upon a system that contributes to it and disregards it, as merely a defective tool or instrument to be

largely disregarded in a task to which it is evidently unfitted.

Wisconsin does not deserve credit for originating any great panacea or institution in the Continuation School. It may be unfortunate that she is so much referred to. It certainly is a narrow and unfortunate conception that picks out two or three debatable features and approves or condemns her whole effort by these features.

As so often stated, Wisconsin has simply profited by the generations who have tried out and proven what industrial education must be and is in all those countries that have anything of the sort worth discussing. Some of us refer to her almost regretfully in illustration of the fact that she is doing delightfully those things which other states and communities are more or less getting ready to do.

## The Wisconsin Schools Vocational.

Is the Wisconsin work truly vocational?

When twenty-five little boys from a factory where they help make wooden toys are taught the scientific meaning and use of the tools of their trade, the answer is obvious. Also, it is plain when thirty-five young druggists, eighteen to thirty-five years of age, are instructed in their trade by a college graduate and general manager of a successful drug manufacturing company, and by a member of the State Board of Pharmacists, the proprietor of a successful retail drug store, a highly skilled and accomplished gentleman; or, when classes of apprentices are taught after the fashion of the best trade schools, and when fifty young girls getting \$3.50 a week are taken from a department store, and are so bettered in their occupation as to delight the employer, who first yielded reluctantly to the requirement that they come to school. Similarly the answer is clear when fifty working mechanics are given instruction in very simple mathematics because they are really "fourth graders" and must brush up on arithmetic before they can do those things for which they particularly come to the school. So, equally to the writer's mind, was the school vocational for the little boy who was taken off the street at sixteen after two years of truancy and idleness, and who elected woodworking and after a few weeks found a place in a woodworking establishment and went on with his schooling and his work. So, the Wisconsin schools are vocational for innumerable children gathered from the four corners, who first elect an occupation and then are taught by whatever humble processes in the first steps of that occupation and, by the hearty, earnest joint effort of employer, employee, parent and schoolmaster, are helped to places in progressive employment.

## True Co-operation in Wisconsin.

It has been said that no one can laugh at "The Passion Play" but I sat next a man who mocked it. Anyone can go to Wisconsin and find real reason to criticize and laugh or cry or admire—all as he will, and according to his point of view. We find in things what we take to them. Nowhere in America, but in Wisconsin, can any one see all the social, educational, and industrial forces in joint and co-operative control of vocational education—possessed of the taxing power and the police power, joyfully responding to the social and statute requirement that that half of the children now neglected shall have consideration to the last child, responding in a way that makes certain to any judgment not ill disposed, that this requirement is very radically being met and will be met substantially in full in a shorter time than was

conceivable a while ago. Put your own value, gentle reader, upon the movement and upon its vocational quality.

So truly vocational has been the work with the operatives in a manufactory of implements of world-wide fame that the proprietors have asked for a continuation class for foremen. These foremen now make products that compete most fortunately with the best foreign products in Asia, Europe, Canada, and South America. If an excellent enough instructor is found, the strange moneys of these countries will indirectly pay the cost. Another class for forty-seven stationary engineers is being formed, that they may receive from the State, the Continuation Schooling that they are now paying a considerable price for from correspondence schools.

It is said, in criticism, that Wisconsin gives only five hours per week for six months in the year. A state that will start with that, with compulsion, with wide taxing and police powers vested in the Operating Boards, and offers any quality and measure of instruction that her money and her supervisors can secure to any group of twenty anywhere, may somewhat confidently be expected to raise this minimum requirement well above five hours and the sixteenth year and to cover every week of employment up, say, to eleven months per year. Nor, is it right to say that the Wisconsin minimum is five hours.

The rule in Trade Schools generally, is, half the time in study and half in shop practice. Wisconsin links the five hours of study (may the next state make it eight or twelve minimum), with the five and a half days of work in occupation, so that the whole week is a schooling, most of it, in the hard, real, wearing, tremendous School of the Day's Work, and the rest in the little quiet room with the single human, so-called "teacher" who, backed by the employer and the father, tries to interpret, make clear and intelligently happy the work of the week and of the later days with their wider, better prospect. You estimate the values, gentle reader, and if you are a teacher, climb over the fence. Don't get set on the wrong side in the public view. Join your brothers in Wisconsin, all of whom in this work, "unanimously and heartily" in the words of Superintendent Cary, recently approved every debated feature of the Wisconsin plan as of great value to the new movement and to the old schools to generalized school work and specialized school work and inferentially to themselves and you.

## Criticism Needed.

Wisconsin would be sorry, were there any use, that she has spent only an average of \$10 per student year, sorry that she has often to give "baby food," by way of simple arithmetic, etc., to grown mechanics, because of the failure of the old system, better to prepare them. She gives some of them much richer food and will give to all, as fast as they can take it and she prepare it.

May we not be sure that she greatly needs and as greatly desires the friendly, highly intelligent criticism and suggestion of any and all who feel themselves competent to speak upon careful investigation.

When the educators of New York once get the living vision of the sixty-five per cent in that state who quit school by the sixth grade, mostly for blind-alley jobs and idleness, of the 50,000 of these boys and girls in New York City alone, fourteen and fifteen years old, and corresponding numbers elsewhere, and Massachusetts of

(Concluded on Page 61)



# EFFICIENCY IN SUPERVISION

By S. R. SHEAR, Superintendent of Schools, Poughkeepsie, N. Y.

Efficiency is the pass word of the twentieth century. Railroads, manufacturing plants, department stores, farms, offices, etc., are being conducted with a view to the highest possible degree of efficiency. The idea is not to drive men or machines beyond fair and reasonable accomplishment, but to develop system, to eliminate false motions, to secure concentration and more rapid, intelligent reactions.

Our educational work is costing the country over half a billion dollars annually; it involves the welfare of over 20,000,000 children; the stability of our future depends upon it, and it is a matter of deep concern, that the largest possible return be realized on this tremendous investment.

Much thought and energy are being expended today on measuring results, and this is important. However, it would seem wise to be interested in cause as well as in effect. Schools properly equipped and conducted; schools supplied with the right sort of teachers and a rational course of study; schools that are thoroly supervised and harmonized are bound to produce results; hence this discussion.

The work of a superintendent, or supervisor, is so varied in nature, that a complete treatment of the different duties is impossible. A few of his most important functions will suggest that he may do more work with less appreciation, than any other man in his city.

## Physical Factors in Efficiency.

A superintendent must understand the finances. A complete divorcement of the professional and financial matters of a board of education is absolutely impossible if efficiency is the end sought. The superintendent must know something of the amount of the school budget as compared with the aggregate of the city budget; he must know whether the ratio is too large, or too small, or reasonable. He must understand the ability of the taxpayers to meet the budget; the tax rate ought to be a matter of supreme importance to him. He ought to understand the relative amounts of each item raised for school purposes; he ought to know the relative amount which it costs to operate each school in his city, and he should know the relative amount paid for books, supplies, light, heat, janitor service, instruction and other items in each school. He should be able to consider the size of each plant, the amount of work accomplished, the cost of operation, and then determine whether or not economy characterizes the conduct of each school. Many an educator fails to maintain himself because he has no business ability, because his recommendations are made without regard to the possibility of execution, and some superintendents know more of finances than they do of the faculty.

The janitor service offers a splendid field for the exercise of patience, firmness, wisdom and push. Many janitors are troubled with congenital myopia and many of them are afflicted with the hook worm; few of them are troubled with an excess of horse sense. Ventilation, temperature, light, cleanliness and sanitation are so important and depend so largely on the gracious purpose of these functionaries, that no man may claim to be an efficient superintendent unless he is able to hypnotize the janitors into the semblance, at least, of interested activity. Both janitors and engineers need to learn the value of fuel, and it would pay any large city to employ an efficiency engineer to regulate the consumption of coal alone.

NOTE—This paper is an abridgment of an address before the New York Council of Superintendents, October 21, 1913. It discusses lucidly a very important phase of that great present-day problem,—school efficiency.

## Minor vs. The Real Problem.

Finally the supreme test is his power to mold and fashion the teaching force into a body of aggressive, intelligent, harmonious workers. Every superintendent has to solve one of two problems with the professional employees—elimination or acceleration; perhaps both. Local teachers render the former problem difficult, and crystallization makes the latter almost impossible. However, here is the real *cruz* of the matter. Some men are timid, some are indifferent, some are incompetent to deal with the professional side of the question, others are afflicted with inertia of rest, some grasp the situation and proceed to do things.

## Office vs. Personal Supervision.

It may be said that no man can run a system of schools with an office chair and a telephone system, valuable and comfortable as these are. Bulletins and written orders are useful and necessary, but absent treatment avails only in psycho-therapeutics. It is extremely unfortunate that in our educational work the great personalities, the men and women who could indelibly stamp the children with holy and noble impress, are in the main writing books, delivering lectures or sitting in offices engaged with administrative and executive work. What a loss to the children; what a misfortune to the schools!

Archaic conditions such as existed twenty years ago when many superintendents did all the clerical work of the board and the schools, no longer obtain, but I protest that we have not gone far enough. The head of a school system must be relieved of every possible detail that may be delegated, and he must be in the schools among the pupils, the teachers, the janitors, every moment that schools are in session,—and the hours are all too short. Constructive work, plans and policies may be worked out during the remaining hours of the day. If a superintendent sits in his office a large portion of the time, he forms the office habit, and the people form the habit of seeking him there, that he soon finds it well nigh impossible to break away. If he is habitually among the schools, people soon come to understand and to appreciate. Moreover, his presence among actual conditions will remedy many defects, and remove many causes for calls and complaints which would otherwise occupy his time at the office.

## Personal Contact Required.

Efficient supervision means personal contact; it means face to face work; it means not the ear alone, but the trained eye as well; it means the presence of a strong, dominant, sympathetic personality in close touch with things as they are.

This sort of supervision will impel every teacher, janitor, and minor employee to higher standards of service. The fact that the superintendent is likely to appear at almost any time is a splendid incentive to keep the buildings and work in presentable condition. A telephone call, a bulletin or a personal letter may be excellent but not effective. This plan presupposes, of course, that the superintendent can see, observe, judge and know what ought to be. It assumes that he has sufficient tact and backbone to criticize intelligently and effectively when he sees anything wrong; it assumes also that he is wise enough and broad enough to commend when commendation is due.

In the schoolroom there are many, many points to be observed: light, heat, ventilation, plans of seating, discipline, appearance and personality of the teacher, attitude of the pupils, and many other points so vital to a successful

school. All these must be observed and weighed; each must be dealt with promptly and thoroly.

## Classes of Teachers.

But most important of all are the kind and quality of instruction; this involves the whole professional field, and should engage the best effort of the supervising officer.

Supt. J. H. Van Sickle of Springfield who had a fertile field for observation while in Baltimore, has classified teachers as follows:

"Teachers in actual service and more or less in need of after-training may be considered in groups which omitting minor differences, are somewhat as follows:

"1. Superior teachers who need no stimulation other than their own ideals of excellence. By the fine standard of work which they maintain and by their student-like habits they might, under favorable conditions, set the pace for the less efficient. With this group, supervision is chiefly concerned in gaining their co-operation in working out problems and in making their skill serviceable to other teachers.

"2. Teachers possessing a good degree of executive ability and adequate scholarship of the book-learning variety, who resist change because they honestly believe the old ways are better. They are patriotic defenders of the views and traditions and practices in which they were reared. The greater number of these will as strongly support the new when fully convinced of its advantages; but in the absence of positive orders they resist proposed changes until absolutely conclusive demonstration is furnished in a concrete way. Supervision must confidently accept these conditions and furnish the demonstration.

"3. Teachers lacking adequate scholarship or practical skill, or both; self-conscious and timid, because unacquainted with standards of work and valid guiding principles, desirous of avoiding observation, doing their work in a more or less perfunctory and fortuitous way. Supervision needs to give these teachers courage by an exhibition of standards plainly within their reach and by personal work in their own school-rooms.

"4. Teachers lacking adequate scholarship or practical skill or both, but not conscious of this lack and therefore unaware of any need of assistance. Some form of positive direction is here necessary in the first stages of supervision.

## The New Teachers.

"5. Teachers yet in the early years of their service. They have, as a rule, had some professional training and from it they have gained one thing at least of value beyond all else: namely, a professional attitude toward the work of teaching. Supervision should be able to concern itself chiefly in keeping these teachers in Class 1 so far as their professional attitude is concerned. There will, of course, always be a difference among them in scholarship and personal power, but all should have guidance in kind and quantity adapted to prevent any of them, even the weakest, from developing the characteristics of Class 2, Class 3, or Class 4. If these new recruits are to be able to lead children to be open-minded, to hold opinions tentatively, to be sure but not too sure, to be willing to give both sides of a question a hearing before reaching a final conclusion, they must keep themselves open-minded. To aid them in doing this, supervision will keep itself free from dogmatism even in dealing with the youngest teachers.

"Teachers of Class 1, Class 2, and Class 5 are willing to have their work seen and valued by competent and trusted supervisors. People who know how to do a thing, or who sincerely think



they know how, or who sincerely wish to learn how, are neither afraid nor reluctant to have their work seen by any fair-minded person. Supervisors must be both skillful and fair-minded, and their work must prove that supervision means help. How shall the help be rendered? The need to be met has been thus broadly stated."

This classification appeals to my own conclusions, and I think that Dr. Van Sickle has set us a problem well worthy of solution.

Some of the best work of a superintendent is done while in search of new teachers. It is easy to choose poor teachers, but it is extremely difficult to dismiss one. Prophylaxis is as important in education as in medicine, and in the selection of teachers, a careful diagnosis may prevent the disease altogether.

But be as careful as one may, the teachers will always need the after training; and to this work superintendents must address themselves. The supervisors of special subjects may do much to help in this matter. Of course, each one has a single subject and his work may tend toward one-sided development, yet under proper supervision, he will come to correlate his work with other subjects, and will not give undue prominence to the one particular line. Thus, my own supervisors, at my request observe every phase of the work which they possibly can, and then report to me, becoming, in a way, associate superintendents.

#### The Principal a Factor.

Another important factor in supervision is the principal. Many principals have a very inadequate conception of their functions. Like superintendents, they tend to develop into office practitioners. Excuse passes, notes, telephone calls, cases of discipline, records, mint, anise and cummin of one sort or another occupy a major portion of time with all too many of them. Others have little professional knowledge and are incapable of helping the teachers; others are indifferent, others are downright lazy. Still others are skillful, ambitious leaders who tone up a school and are like a benediction. They interpret the course of study, suggest better methods, aid in the conduct of classes and are a real force in the school. The efficient supervisor chooses principals with greater care even than he selects teachers. A principal should do some regular teaching that he may not get out of touch with actual classwork, but most of his time should be free for supervision, and when the superintendent visits such a school, he should take the principal with him from room to room for mutual help and suggestion. A principal of the right kind may be trained to train his teachers, and he thus becomes a valuable adjunct in the school system.

But after all, the personal contact is the great point. By spending the available time of a week in visiting the superintendent will see good work which he may carry to other schools, and which he may send other teachers to observe. He is able by direct observation to see where teachers need instruction. Thus he is furnished suggestions for principals' and teachers' meetings and for institutes. When he invites a lecturer to address his teachers, he knows their needs and provides accordingly. A knowledge of the real condition of a teacher, enables a superintendent to advise and to show the need of special reading, special study and summer courses. Oftentimes such knowledge leads to the formation of local volunteer classes during the winter months. If the superintendent knows the strong as well as the weak teachers of his city, the visiting days will be more profitably employed, and greater uniformity will result.

#### Personal Criticism and Help Needed.

Superintendent W. M. Davidson of Washington maintains that every teacher passes thru three stages; device, method and philosophy.

This it seems to me, is fundamentally true, and it should be our purpose to advance the beginner from the device period, forward to the higher ground of method, on to the final stage of philosophy, when the work stands clear and true, stripped of all superficialities, reduced to simple, direct fundamentals. The work of those teachers who are self-satisfied and pedantic must be corrected even if force be necessary. Positive orders are often necessary, and they must be given without fear or favor. Timid teachers must be encouraged and their self-confidence developed. Each one must be treated according to her peculiar need, and it goes without saying that this cannot be done without direct, personal supervision. Of course, I am not discussing the question from the standpoint of first-class cities, tho in these larger centers, the same sort of work may be done thru district superintendents.

Nor should the work of supervision be observation simply. A superintendent must be able to plan wisely, to inspect carefully, to explain clearly, and he must be able to illustrate skillfully. To be able to do is more important than ability to instruct others how to do, and it is oftentimes wise for the supervisory officer to take the class for purposes of demonstration. Superintendents too often know absolutely nothing of primary work, and they wonder why results are not better. As well try to build a house without a foundation, as to conduct a school system by working simply in the advanced grades and the high school. A superintendent should be able to conduct a class in first-grade reading with as much skill as would be manifested with a class in Anabasis.

Model lessons by superior teachers given in the presence of the other teachers, and followed by a round-table discussion have proven to be valuable as a means of securing higher standards of instruction. In one city in Massachusetts, the work has been completely transformed by this plan, and it saves time; moreover it is practice rather than theory. Our schools suffer fully as much from misapplied or unapplied theory as they do from antiquated and incompetent teachers, and any plan which makes for concrete demonstration is bound to be helpful.

Many teachers need direct, heart-to-heart talks. They do not get *en masse*, that which they most need. Oftentimes the principal, because of temperament or lack of training is unable to do this close work, and the superintendent must be able to encourage, to commend, to correct, to suggest, to help, and at the same time, to secure the highest possible degree of efficiency with the least possible friction. These

personal interviews require tact, sympathy, patience and an optimistic outlook, that the teacher may be inspired with the viewpoint of the one who is pointing the way.

Incompatibility is often the source of much poor work. A teacher may do very well under one principal and very poorly under another. In our own city, this fact leads to many transfers. We endeavor to place teachers in the most congenial atmosphere possible. Some principals I have under whom I would never place an inexperienced teacher. I have several who will bring out the best in every one. To these latter I send all the new teachers even tho this requires the transfer of teachers who are perfectly contented and satisfactory. These transfers need create no friction. Often they are requested, and always they make for increased loyalty and co-operation.

#### Optimism vs. Pessimism.

Finally an aggressive, well-trained, scholarly man with a strong professional attitude and a pleasing, positive personality is bound to benefit his teachers not only as to matter and method, but he will give them the vision. Much school work is perfunctory and lifeless because so many teachers have lost the vision. If we are to accomplish large things, we must see the end from the beginning. No great masterpiece of literature was ever produced; no great picture was ever painted; no great structure was ever erected, except the creator first saw the completed work thru the eye of imagination. So in education, we can never be great leaders unless we can inspire teachers to look beyond the seen into the unseen. We must lead our teachers to see in these boys and girls, the men and women of tomorrow. The mistakes of today will become the skill of tomorrow. The trials of now will be the triumphs of then. Now children seem to see as thru a glass darkly. We must wait patiently for the time when they shall know and understand. We must develop the vision thru a larger optimism. A little boy recently defined an optimist as one who had to do with the eyes, and a pessimist as one who had to do with the feet. Nearer the truth than he knew. Just as the eye travels faster and farther than the feet, so the optimist moves faster, farther and more nearly in the true direction, than the pessimist. So as efficient superintendents we must create the larger, broader, clearer vision. Teachers are ready to be led; they will never be driven; they respond in kind, and if we are to get from them their best, we must give them our best.

#### The Real Problem Within.

The true function of a supervisor is not that of a dictator, but rather that of a director; his suggestions, plans, illustrations are more helpful than orders; the true superintendent must make himself the friend of every teacher with whom he comes in contact. He must not hesitate to condemn that which is unworthy, neither should he be slow in commending that which is worthy of commendation. Too many times the supervisor feels that his chief function is to find fault, whereas commendation and words of encouragement will accomplish infinitely more and infinitely better results. The superintendent must be an inspiration to his teachers; he should be a model of consecration, enthusiasm, industry, sympathy, and progress to those who are associated with him as instructors; he must not only know and feel, but he must inspire in others a desire to know and feel these same things. If he would have scientific teaching, he must himself be a scientific teacher; if he would have organization and discipline, he must himself be an organizer and a disciplinarian; if he would have a large amount of work accomplished, he must himself be a tireless worker; if he would inspire sympathy and confidence, he must himself be sympathetic and trustful; he

(Concluded on Page 55)



DR. S. A. CHALLMAN,  
Minneapolis, Minn.

As State Commissioner of School Buildings for Minnesota, Dr. Challman is the first head of the first State Bureau of School Buildings established in the Union.



# RELATION OF THE SUPERINTENDENT OF SCHOOLS TO THE SCHOOL BOARD

By President CARROLL G. PEARSE  
State Normal School, Milwaukee, Wis.



Both the school board and the superintendent of schools are modern instruments in educational administration; both have grown out of the necessities of modern life.

In the elder days of simple democracy all the voters of the town came together in town meeting and decided all public matters; they voted on roads and bridges, on the relief of the poor, and on their schoolhouses, their school taxes and their school teacher. They had a school committee to carry out their recorded wishes as to their school. The evidence of this simple plan survives in the name "school committee," by which the school governing body is known in many, if not most New England towns and cities. Ten years ago, Boston was still calling its school board its "school committee." But as school affairs grew more important, and the management required more attention, frequently involving the use of discretion in deciding matters concerning which no directions had been given or perhaps could be given by the voters, school boards, with considerable independent powers, were created.

In cities, as towns began to grow large and the administration of their affairs complex, a special committee of the common council was not infrequently put in charge of school affairs; this situation still persists in Buffalo, one of our largest cities. But everywhere it was found that the schools were likely to receive less consideration, and to be held of secondary importance where they were handled by the common council, thru one of its committees. In fact, the police and the fire department, the department of public works, and others, were quite certain to have their demands met first, and the schools were given what was left over. As a result of this tendency, in many cities, the school board has been given large independence in the management of school affairs and in the raising and expending of school moneys. In the most progressive cities the school district has been made an independent municipal unit, and its board, of course, has been freed entirely from the domination of the general city government.

In every instance where this freedom has been given, the results have been beneficial to the schools and satisfactory to the people. And yet this independence in school government, with direct responsibility to the people, has been fought at every step by the political "powers that be" in cities; no city political "powers" have seen the power to control school appointments, directly or indirectly, or the power to dole out school funds, slipping from their grasp, without emitting objections and groans, often in very strident tones. In one such case, the head of the city government, doubtless honest, but certainly ignorant and ill advised, showed the customary attitude of the politician, by proclaiming to the public that the move to

free the schools from the shackles of the city's politicians was "vicious."

As the school board has been created because of changed conditions, so the superintendent of schools is an officer who has been made necessary by the march of events. When the town had one schoolroom, or when two or three rooms in different parts of the town housed all the children, each teacher was the monarch of his school in his own right. But, when several rooms were grouped together under one roof, it was found necessary to give to the principal teacher some authority over the other teachers and their work, in order that some co-ordination might be established and the efficiency of the school improved. As towns grew to cities, several such groups of schoolrooms,—several "graded" schools,—made it necessary that the different schools and their work should be correlated, as had been done with classes in the different schoolrooms under the same roof. And thus the superintendent of schools became necessary.

But, unfortunately, the creation of the office of school superintendent was not accompanied by any good definition or any general understanding of its powers and duties. And so, while the superintendency has been productive of great benefits thru the better organization and administration of the schools, great loss has come because, in a multitude of cases, superintendents have been hampered in their work, and have not been permitted, by the members of their school boards, to do the things which were clearly best for the schools.

Common councils, speaking generally, have clung to every shred of power to dabble in school affairs, to dictate in school management, or to control the expenditure of, or to curtail school funds. Also, speaking generally, school boards have clung with equal tenacity to what has been, in most cases, their legal right to interfere in the detail management of the public schools, except in the few cities where well devised school laws have marked out so clearly the bounds of the respective responsibility and authority of the board and the superintendent that such transcending of proper limits was impossible. There have, to be sure, been splendid exceptions to this general rule; there have been members on many boards who have seen clearly that the conditions of successful school administration were not different from those which control other administrations, and that, to make the best results possible, in schools, as in business, the executive manager of the schools must be given a free hand and held for results, subject to removal for mismanagement. Sometimes members of this kind have been in a majority; sometimes they have, tho in a minority, been of such commanding ability or such strength of character, that they have shaped the policy of the board in its dealings with its superintendent. Sometimes, too, the superintendent has had such personal strength or such attributes of persuasion that he has been able to secure large freedom of action in

administrative matters. But, in the great majority of cases, the superintendent has been, and is, today, merely an opportunist, making only such recommendations as he thinks the board will approve or urging those which he believes ought to be carried out, knowing that they will be rejected if the interest or the prejudice or the whim of the board members shall so dictate. He has not even the freedom of the hunting dog, who works under the direction and by the voice of his friend, the hunter, but is free to exercise his professional judgment which rests on his superior sense of smell; he is rather of the domestic variety, taking his walks at the end of a tether, by which he may be brought up with a round turn whenever he seems likely to transcend the limits which are dictated by the convenience or likings of his employers.

Just as the interests of the schools require that the school board shall have practical freedom from the mischievous dictation of common councils and mayors, so the interests of the schools require that, within proper limits which should be fixed by a wise statute, the superintendent should be free to carry on his work without meddling or attempted dictation from the school board or from its individual members. If the superintendent prove incompetent, or is clearly actuated by improper motives, he should be removed.

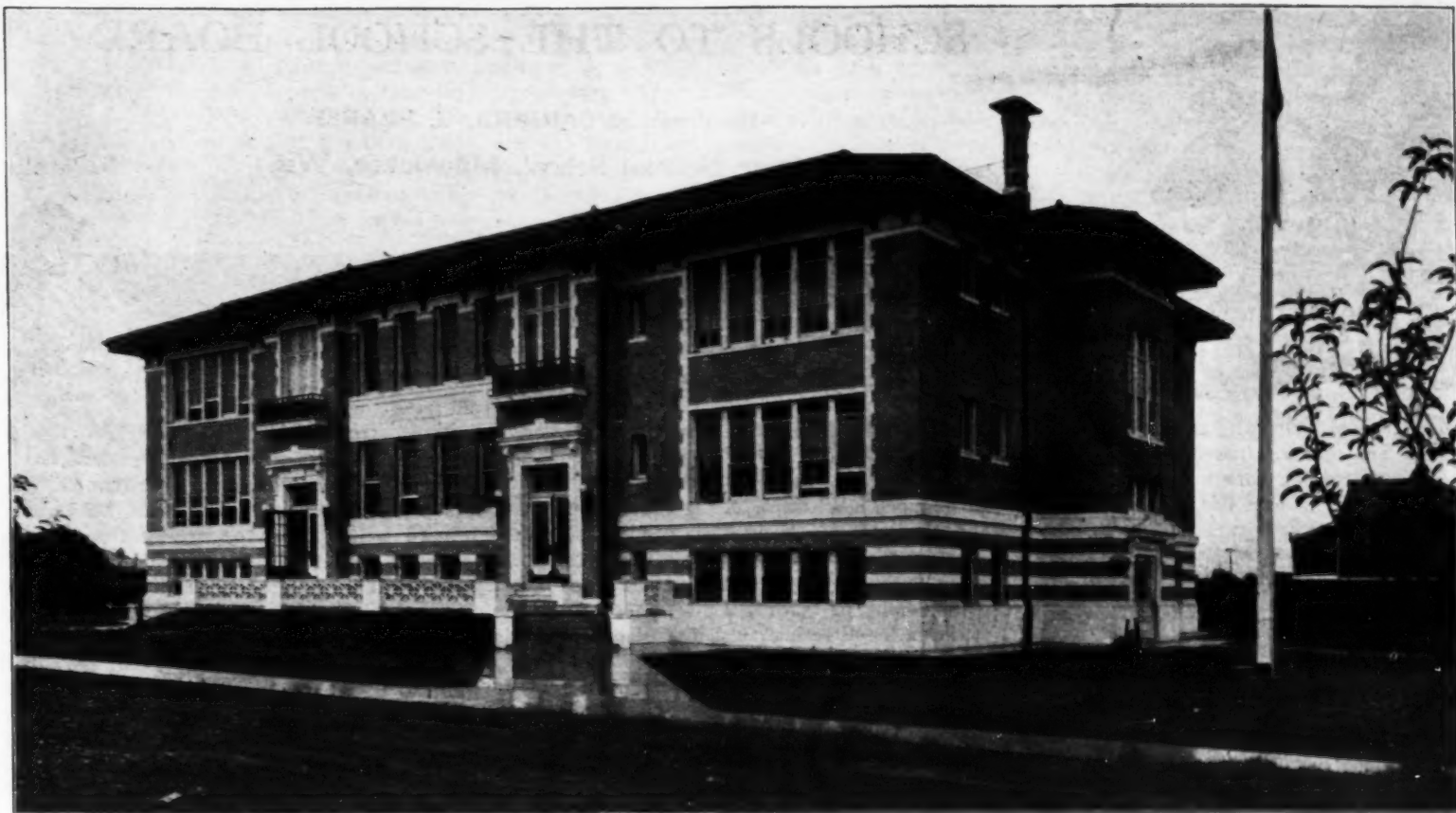
The nature of the superintendent's work is twofold: First, in all matters where general lines of school policy and activity are being laid down, the board has the right to his expert advice, and his assistance in assembling such information as will make possible the best and wisest action upon these general matters. Certain highly important matters of appointment, and other executive action originating with the superintendent, may also properly come to the board for its approval. Second, in all other administrative matters and in all executive matters, requiring professional knowledge and judgment, he should have power to act. The whole purpose of employing an expert, one specially trained, to do important work, is to have the work done in the best manner possible. To employ such an agent, and then not to allow him to do his work as, in his judgment, it should be done to get the best results, is a waste of money. The hunter who should get a fine dog to help him find game, and then insist that his dog should follow only the road the hunter liked best to walk in, and work only at the end of a leash one end of which was held in his master's hand, would do exactly as sensible a thing.

The superintendent's counsel should be influential in determining all matters relating to education, the selection and fitting up of school sites, and planning and equipment of buildings, the determination of the school income, the wages paid to the teachers and other educational employees, the purposes to be held in mind in shaping the elementary school course

(Concluded on Page 60)

NOTE—Considering recent clashes between superintendents and school boards the present paper by a former superintendent of national repute is most timely. It formed the basis of an address to the School Board Section of the Wisconsin Teachers' Association, November 6, 1913.





ROBERT MILLS LUSHER SCHOOL, NEW ORLEANS. E. A. Christy, Architect.

## NEW SCHOOLS IN NEW ORLEANS

By LOUIS A. DODGE

American school architecture, as much as American education, has undergone a radical revolution during the past decade. Every principle of planning, construction, sanitation and equipment of schoolhouses has been revised and restated by specialists as much as have the principles of educational philosophy and of classroom methods. In this the official city school architect has been the efficient instrumentality just as the expert superintendent of schools has led in the field of school administration. The advanced position of Boston, New York, Philadelphia, Cleveland, Chicago, St. Louis and Detroit may be pointed to as substantiating this statement.

New Orleans, whose newer schoolhouses form the subject of this sketch, is one of the cities which is benefitting by the services of an expert architect in charge of all new school construction work. In the brief period of five years the city has experienced a complete renaissance of school construction; the architectural design has been raised to a high level of artistic merit; a logical, economical standard of construction has been adopted; and, lighting, heating, ventilation and plumbing have been studied with reference to climatic conditions. The man responsible for the entire forward movement has been Mr. Edward A. Christy, chief architect of the Municipal Engineer's Department.

Since he has been in office, Mr. Christy has had the opportunity, perhaps more than any previous city architect of New Orleans, of developing the design of school buildings, consistent with local experience and the best general practice. During the past three years he has prepared plans for eleven schools costing more than a million dollars. Of these, three have been cosmopolitan high schools and eight have been large grade schools.

Utility, Mr. Christy rather modestly declares, has been sought in all this work to the exclusion of practically all other considerations. Not a dollar has been spent for architectural

adornment which could be used for permanence and safety of construction and for convenience and efficient equipment. At the same time architectural beauty has not been impossible even tho the styles employed have been limited to the Tudor Gothic and the Spanish—styles which are dignified and pleasing at a minimum of expense. Certainly the designs show much variety as well as individuality.

### The Warren Easton High School.

In the Warren Easton Boys' High School, Mr. Christy has endeavored to reach the highest degree of perfection in equipment and convenience combined with architectural beauty. The school is admirably located on Canal Street about half way between the business center and the cemeteries which mark the end of the avenue.

Seeking the advantages of light and ventilation the "E" plan has been adopted. The general style is Gothic of severe simplicity. The entrance is surmounted by a tower reaching to a height of 84 feet. The walls are 50 feet high; the front length is 274 feet 2 inches and the depth 199 feet, 9½ inches. The walls are of red pressed brick with cream cement facings.

The main entrance is below the tower and consist of two cement stairways joining into a marble-floored balcony and leading into a gothic archway. In all there are 24 study rooms, four demonstration rooms, laboratories and amphitheatres, a library, and rooms devoted to special purposes.

The tower room of the building is to be used as a museum and for meetings of student bodies. Coming down to the second floor, to the right of the main entrance are three classrooms and, in the corner, a physics laboratory with demonstration room and amphitheatre. The tables are covered with Alberene stone and there are ample gas and water connections.

In the right wing are five study rooms. To the left of the main entrance are three classrooms, a chemical laboratory, a demonstration

room and amphitheatre. In this room besides complete equipment of water and gas there are electric blowers for removing noxious gases thru special vent ducts. In the left wing are five classrooms and an emergency infirmary. This last has a tile floor, two cots, lavatories and foot tubs.

On the first floor, to the right of the main entrance, is a public reception room. This opens into the secretary's room and beyond is the principal's private office in which the main program clock and bell signals are located. Next is a faculty room equipped for meetings. The corner of the building is occupied by the physiography laboratory, with demonstration room and amphitheatre. In the right wing are three classrooms and a long room, 25 by 72 feet used as a commercial room. One end of this room is cut off for a practice office with counting room fixtures.

To the left of the main entrance is the library and next a large study room, both with high wainscoting and beam ceilings. The biology laboratory with demonstrating room and amphitheatre occupies this corner of the building. In the left wing are five classrooms.

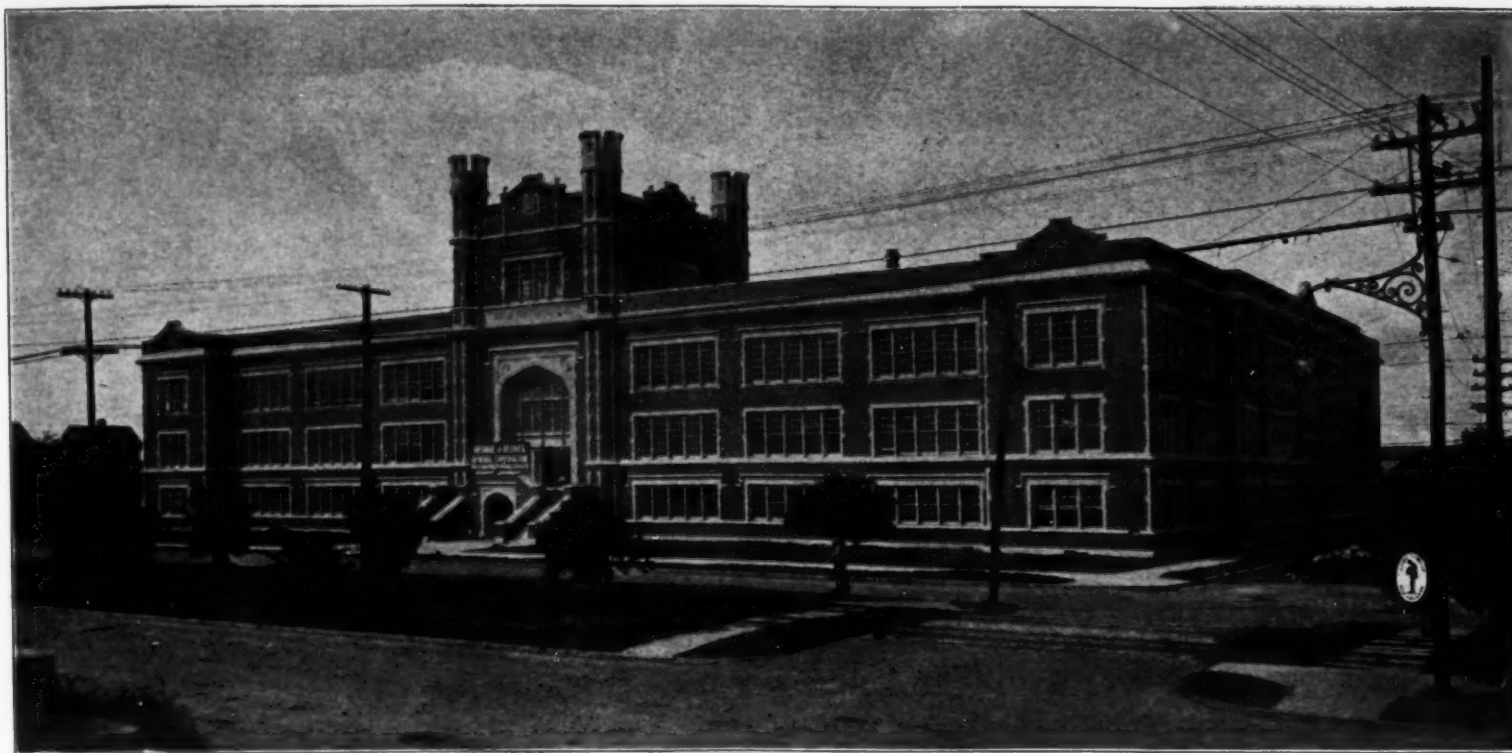
One of the features of the building is that in an alcove in each of the four laboratories is a private office for the instructor of the department.

### The Assembly Hall.

Corridors 14 feet wide run thru the wings and the front of the building is traversed by corridors 19 feet wide. Crossing the corridor on the first floor the assembly room is reached. This hall is 91 feet in length and 52 feet in width, exclusive of stage space. It will seat 800 persons. It has a stage 25 feet wide with anterooms on each side. There are two ample exits on both sides of the hall all leading into the yard and equipped with safety doors.

In the basement, immediately under the assembly hall, is the gymnasium. It is finished in enamel brick and natural pine. In the rear of





WARREN EASTON BOYS' HIGH SCHOOL, NEW ORLEANS, LA.  
Mr. Edward A. Christy, Municipal Architect.

the gymnasium is located an instructor's room, four dressing rooms, with shower, needle and tub baths. Beyond there is a locker room.

In the basement are located four large recreation rooms and two commodious toilets. In the rear of the right wing is the machinery room, with an assembling and power room. The rear end of the left wing is occupied by the wood-working department, wood-joining and pattern rooms, amphitheatres and two large store rooms.

The woodwork of the building is stained mahogany and the walls are white, rough finish. Between the corridors there are steel fire doors that close automatically when the temperature rises above a certain point.

Another feature of the building is that all the sanitary drinking fountains thruout are supplied with iced water that comes from a cooling apparatus on the roof.

Thruout the building artificial illumination is accomplished with eye-comfort system. No

lights are visible and the baskets hanging from the ceiling which contain the lamps are of a handsome design in brass.

Mr. Christy estimates that the total cost of the Warren Easton High School is about 12½ cents per cubic foot, or \$305,000.

#### The Girls' High Schools.

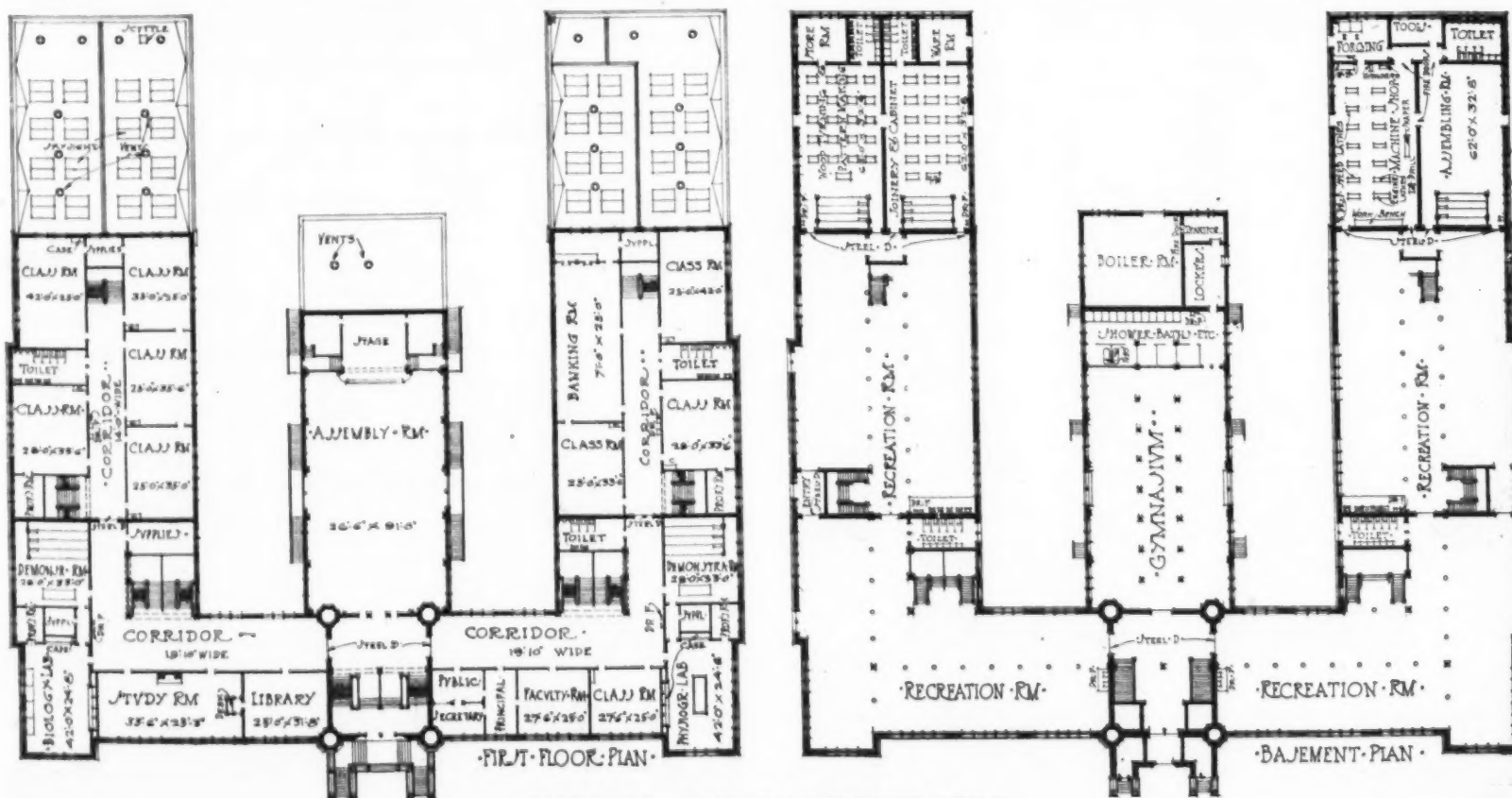
The Sophie B. Wright High School and the Esplanade Avenue High School are so similar that a description of one would nearly suit the other. The Wright school cost approximately \$189,928, or about 12 cents per cubic foot, and \$255 per student upon the initial enrollment. The Esplanade Avenue school cost about \$188,000, or 11.75 cents per cubic foot, which is practically \$382 per pupil. The seating capacity is 750 and 900 respectively. There is some difference in the floor plans of the two schools and in size the Esplanade school contains about 100,000 more cubic feet than the uptown struc-

ture. For this article a description of the Esplanade Avenue school will suffice.

The Esplanade school is of two stories and a basement. The front wall is 312 feet in length, the side wall 141 feet and the height is fifty feet.

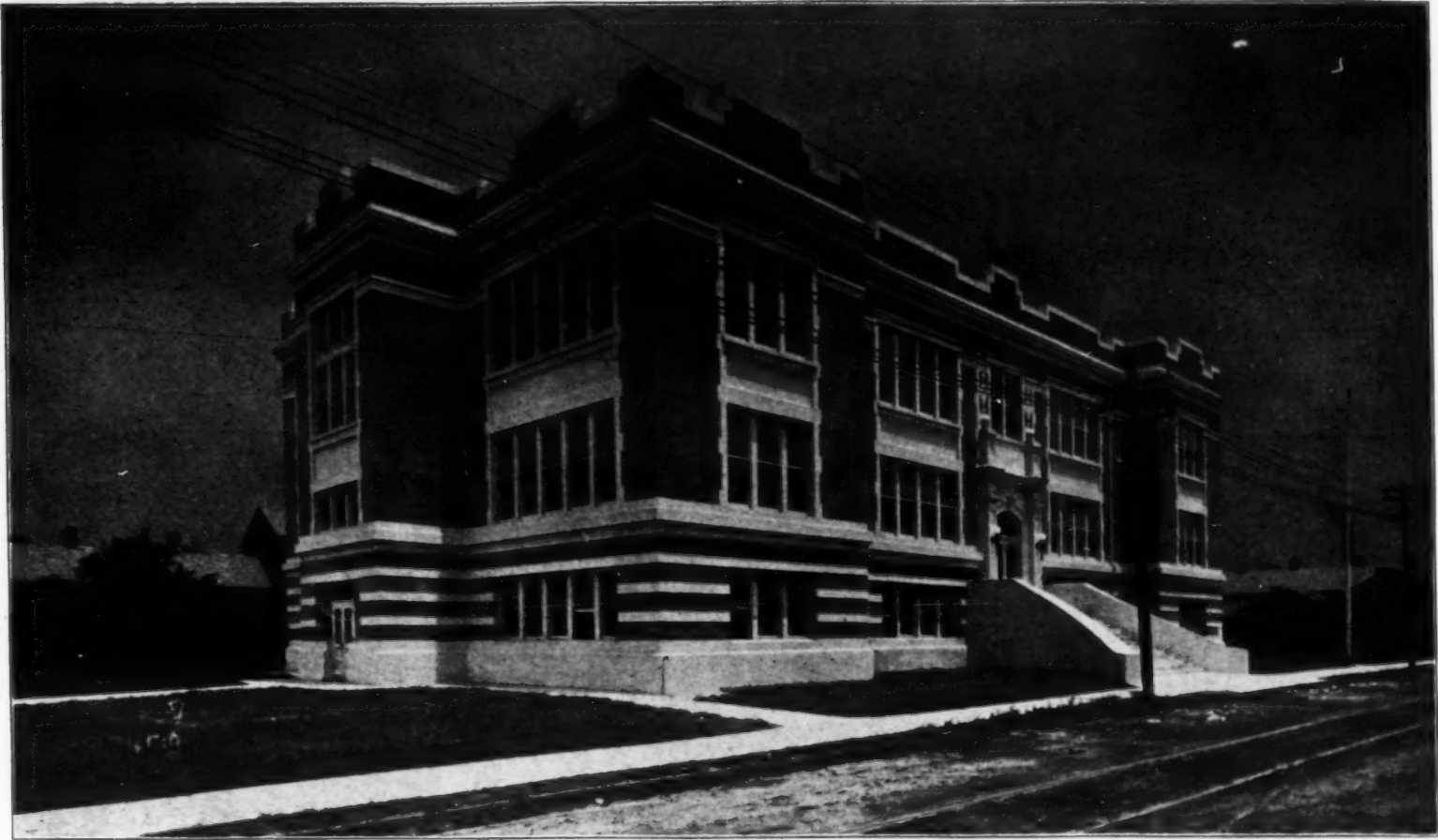
Entering this building by way of a flight of concrete steps 28 feet wide, a wide corridor is crossed leading into the assembly hall. This hall is 91 feet long and 54 feet wide, with exits on both sides thru doors leading into the yard.

On the first floor is the office of the principal and of the secretary, a waiting room, a library 25 feet in width, and a study room 59 feet in length. There are, also, ten classrooms, a chemical laboratory, two demonstration rooms with amphitheatre and a physical laboratory. In each wing, on each floor, there is a toilet room with eight toilets and a lavatory. The toilets are floored with imported French tile and the wainscotings are of Georgia white marble.

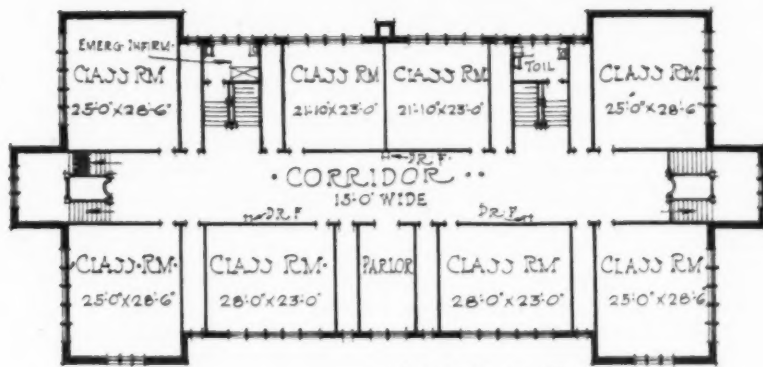


FLOOR PLANS, WARREN EASTON HIGH SCHOOL.



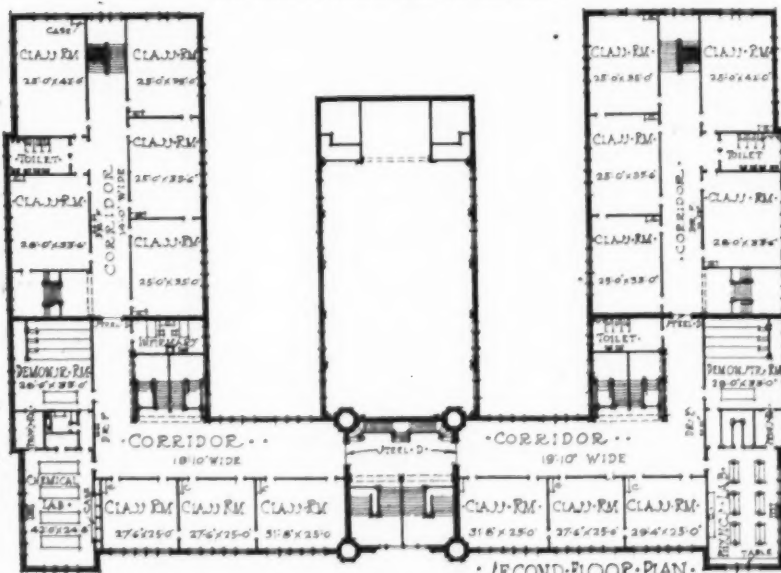


FRANCES T. NICHOLLS INDUSTRIAL SCHOOL FOR GIRLS, NEW ORLEANS, LA.  
Mr. E. A. Christy, Municipal Architect.



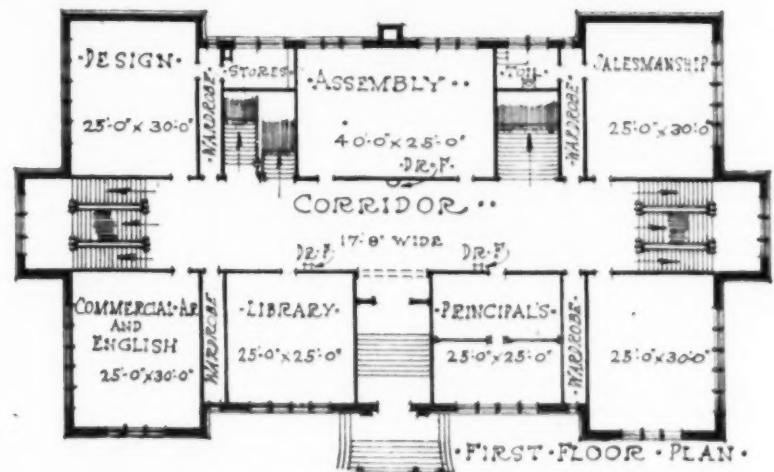
•SECOND FLOOR PLAN•

NICHOLLS INDUSTRIAL SCHOOL.



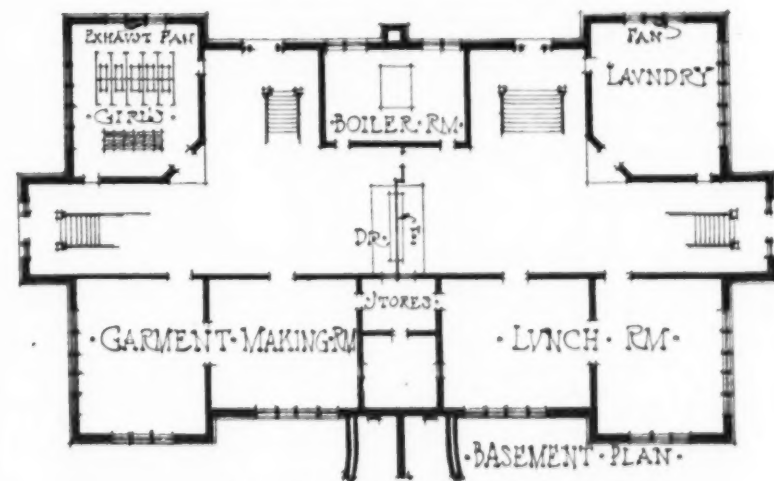
•SECOND FLOOR PLAN•

WARREN EASTON BOYS' HIGH SCHOOL.



•FIRST FLOOR PLAN•

NICHOLLS INDUSTRIAL SCHOOL.



•BASEMENT PLAN•

NICHOLLS INDUSTRIAL SCHOOL.

Communication between floors is effected by the main front stairway and three stairways running from the top floor to the basement in each wing.

The second floor contains an art room 54 by 25 feet, rooms for physiology and biology, a demonstration room, an emergency room and eight classrooms.

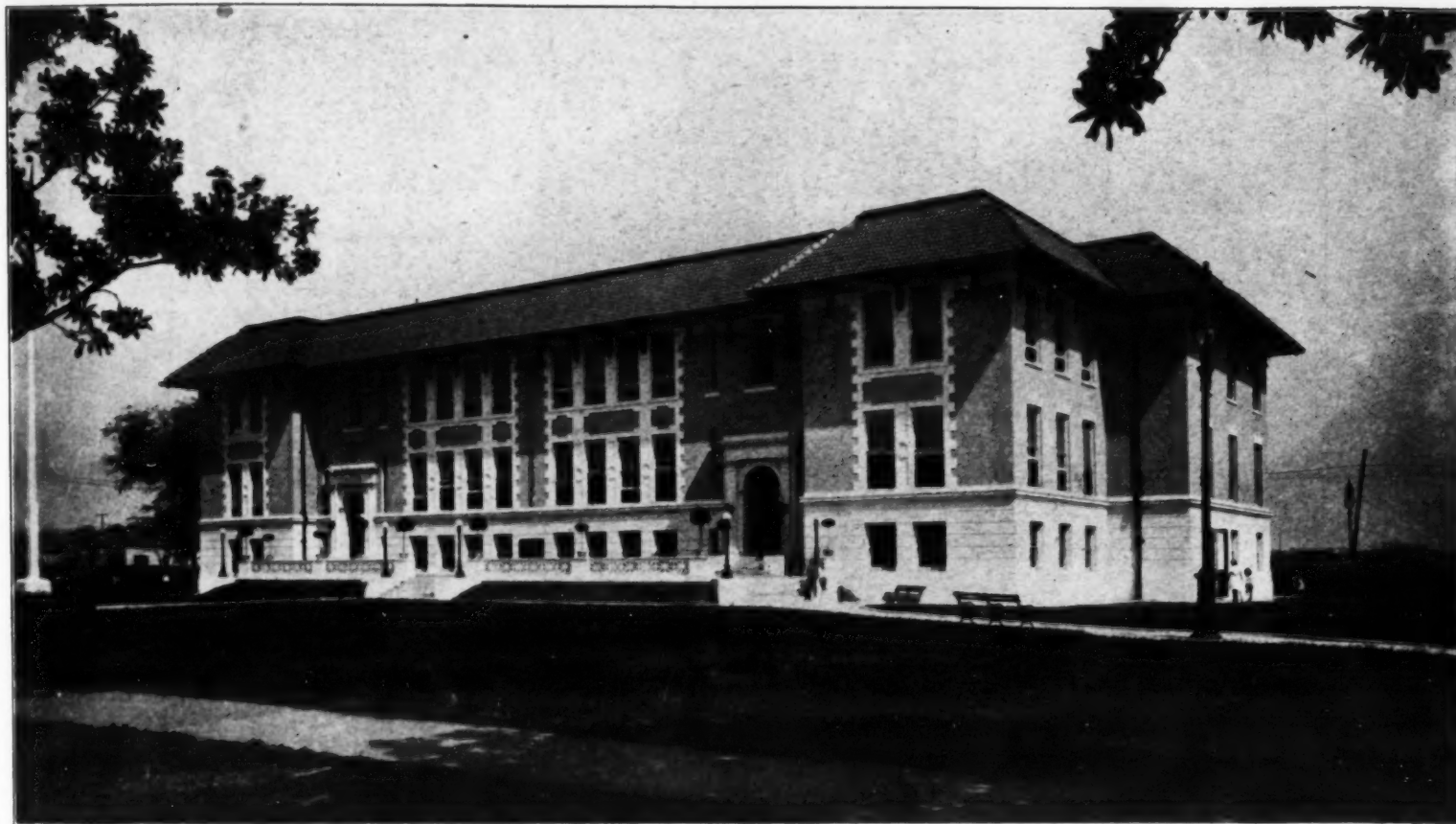
The basement is walled with brick, stained, dark green. It contains a toilet room, a lunch room 90 by 56 feet and a kitchen. The boiler equipment consists of a 200-horsepower boiler, a vacuum cleaner with connections to all rooms, and a hot-water heater.

#### The Grade Schools.

Whatever interest the new New Orleans high

schools may have is due to their completeness. The grade schools deserve attention for their directness of plan and simplicity. Just here should be mentioned, also, the care which has been taken by Mr. Christy to make them suited for use in hot weather. All of the corner rooms are lighted from two sides so that cross currents of air can be obtained. The outer walls





BEAUREGARD SCHOOL, NEW ORLEANS, LA.  
Mr. E. A. Christy, Municipal Architect.

of the middle rooms are practically all window glass and transoms and corridor windows make it possible to have a free circulation of air at all times.

Probably the most impressive in design of the elementary schools built by Mr. Christy, is the Beauregard school, completed in 1909. This building is of pressed brick, with a tile overhanging roof. The entrance in front is a handsome tile-floored terrace, with concrete balustrade and iron lamp posts.

The basement is partitioned off into departments for pupils at play and affords space for a toilet room, quarters for the janitor, engine room, and wash room. In one corner the manual training department has been installed.

On the first floor at one side of the corridor, are three large study rooms and a kindergarten. On the other side are four classrooms, of which the two center rooms are arranged to be opened into an assembly room. At each end of the building, in the stair landing, are rooms. One is a library and the other the principal's office.

On the top floor are eight classrooms with cloak rooms between. Under the roof is a spacious attic for storage purposes.

This building cost, exclusive of grounds, \$70,070.32. The enrollment reached a maximum of 375 boys and 400 girls.

#### Live Oak School.

Built to replace an old building, the new Live Oak School is one of the several schools built during 1912. It is a 2-story and basement

structure of pressed brick and terra cotta. The main entrance leads directly from the street to the first floor, by a concrete stairway. There are also stairways in the rear and at each end, extending from the basement to the top floor.

The second floor contains four classrooms on each side of the corridor. One of these is used as a meeting room for the parents' club. There is also an emergency infirmary with a cot and complete equipment.

On the first floor, in front of the corridor, are four classrooms. Beyond are two classrooms and a large kindergarten room, with an old-fashioned rough brick fireplace. At one end of the building, on the stair landings between the floors, is located the library and at the other end the principal's room.

In the basement is located a manual training department, an engine room and toilets for the pupils. There is a battery of six sanitary drink-

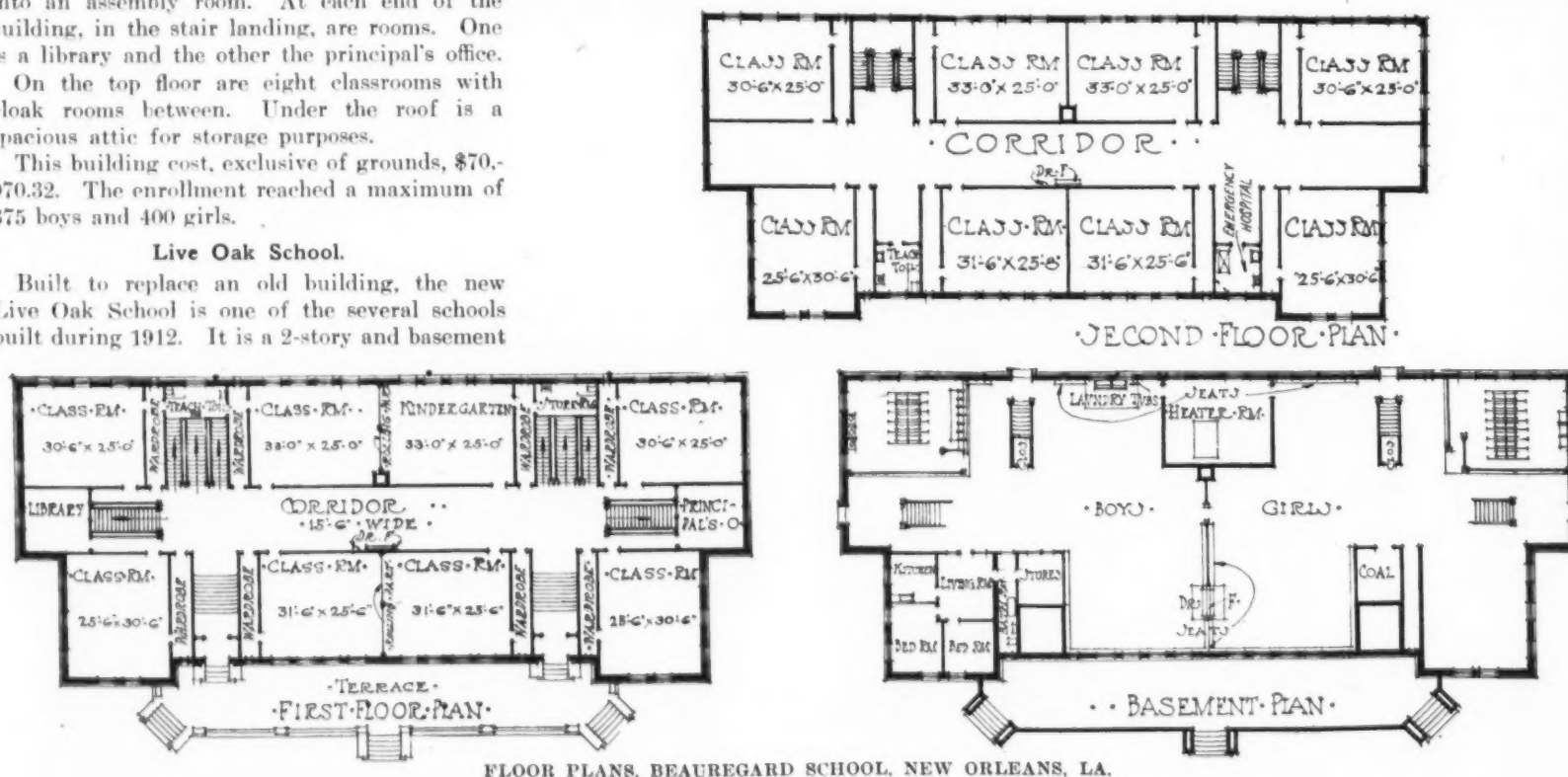
ing fountains in the basement and similar fountains are also located on the floors above. There are teachers' toilets on each floor.

The woodwork is stained to imitate dark oak and the walls are white in a rough finish. The building is lighted thruout with the eye-comfort system and is heated by hot water.

The grounds are terraced to the windows of the basement in the front and sides, leaving the rear of the basement open to the lot grade. The building cost \$61,749.50. The average attendance is about 400 boys.

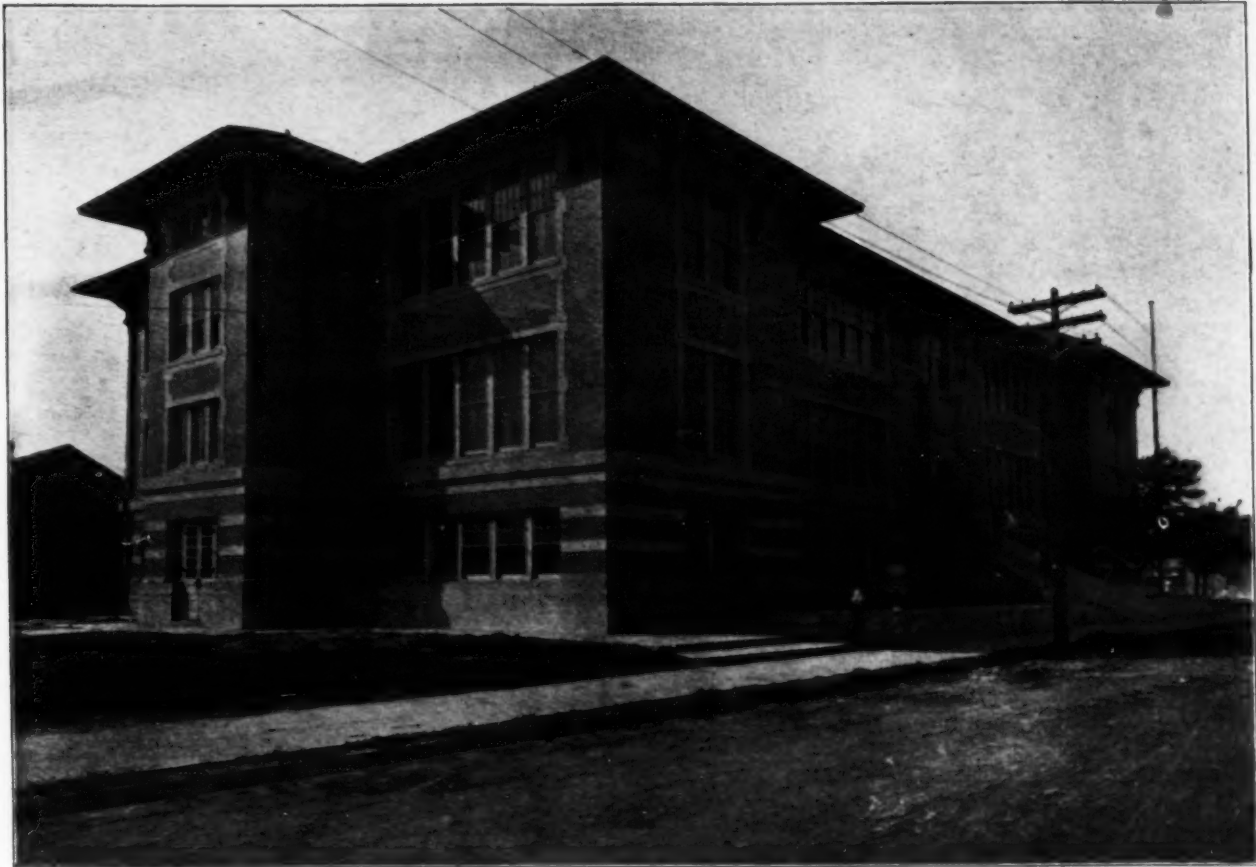
#### An Industrial School for Girls.

Altho the Frances T. Nicholls School was designed as an industrial school for boys and girls, the plans were changed before completion and it is now used by girls only. This sudden change was made because of a legacy of about \$850,000 from Isaac Delgado which will provide amply for the boys in the projected

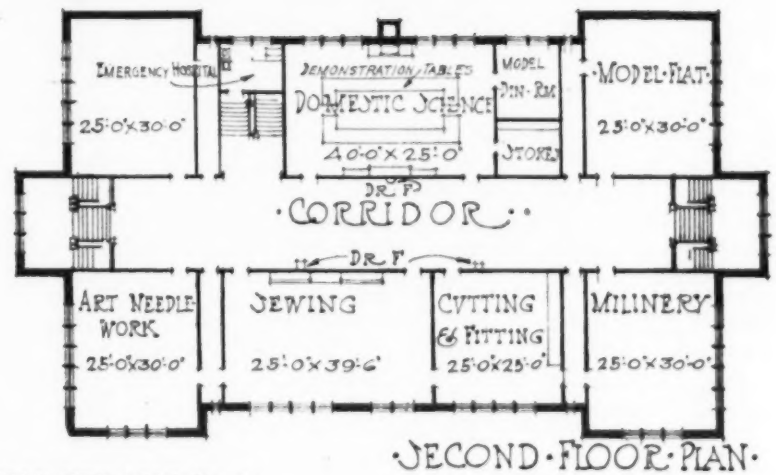
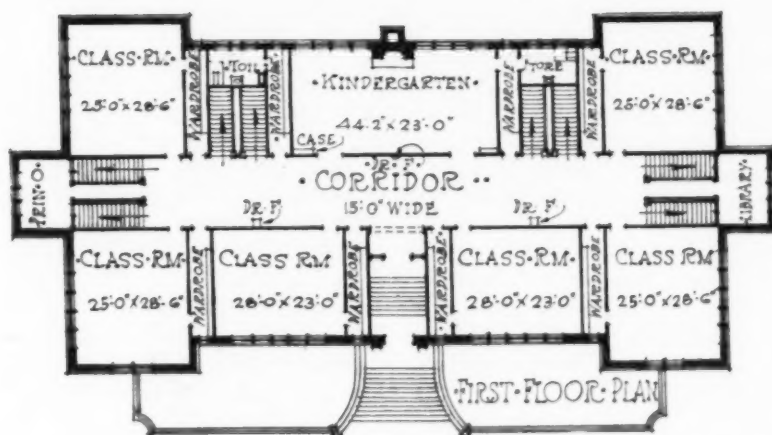


FLOOR PLANS, BEAUREGARD SCHOOL, NEW ORLEANS, LA.

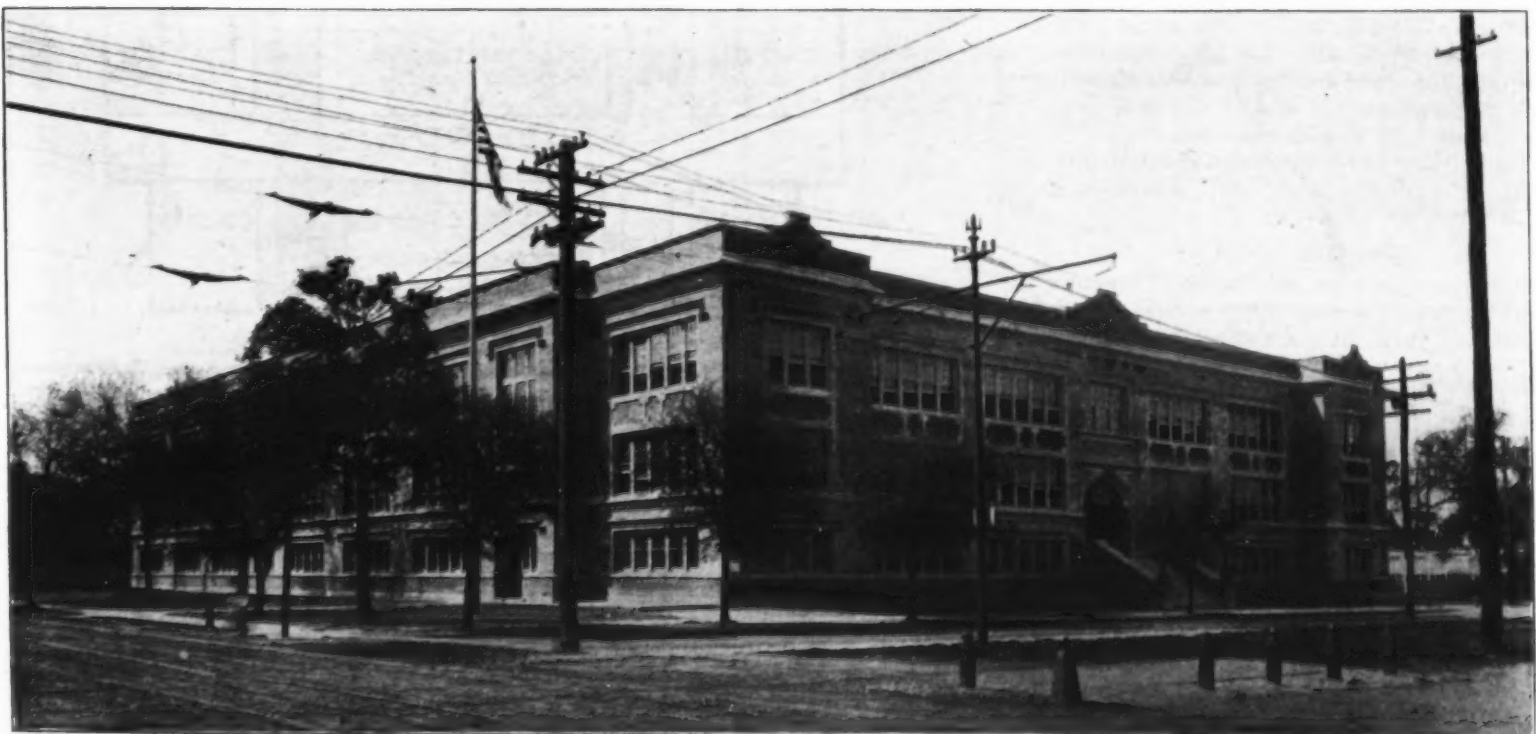




LIVE OAK SCHOOL, NEW ORLEANS, LA.  
Mr. E. A. Christy, Architect.

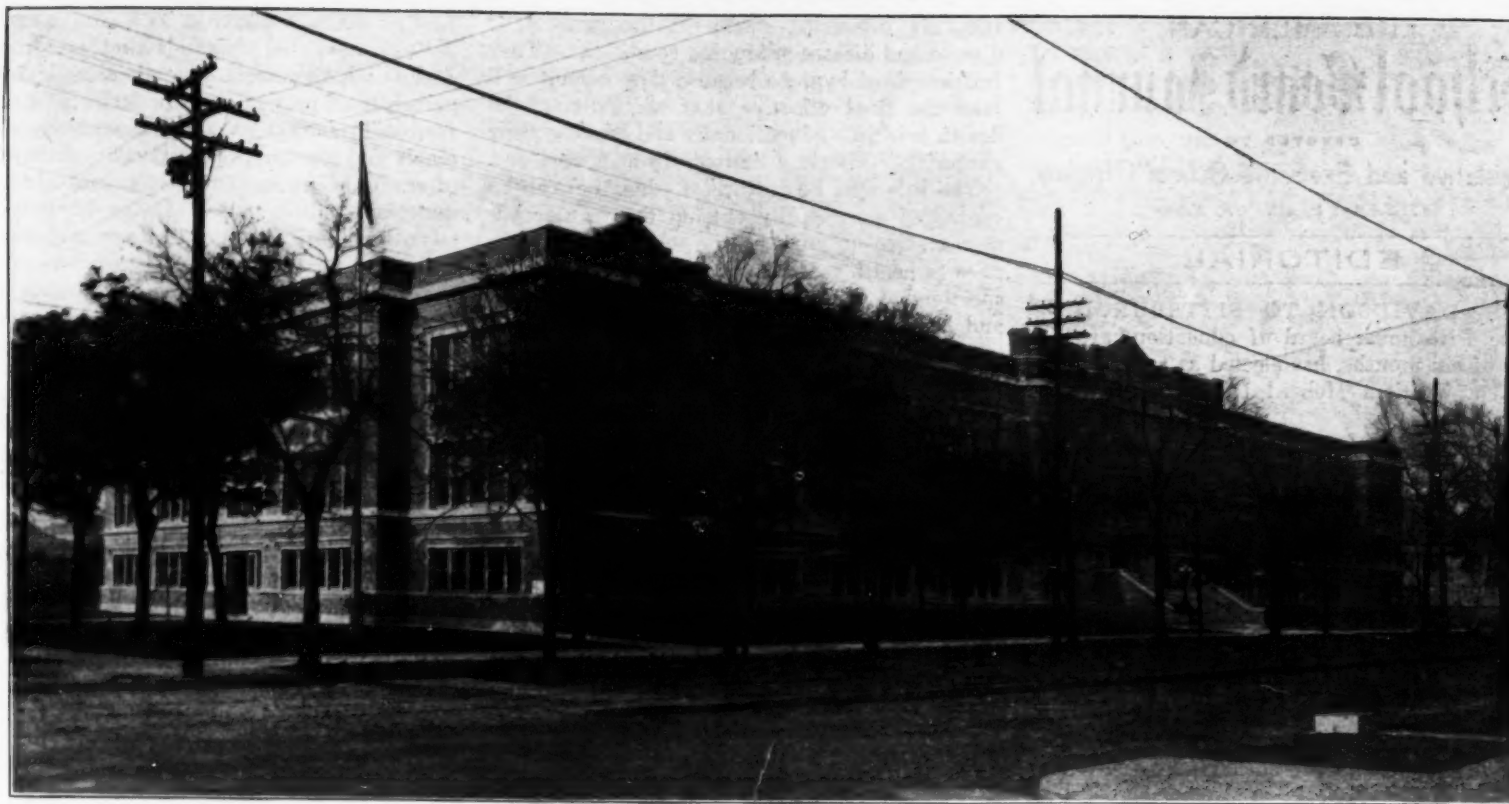


FLOOR PLANS, LIVE OAK SCHOOL, NEW ORLEANS, LA.

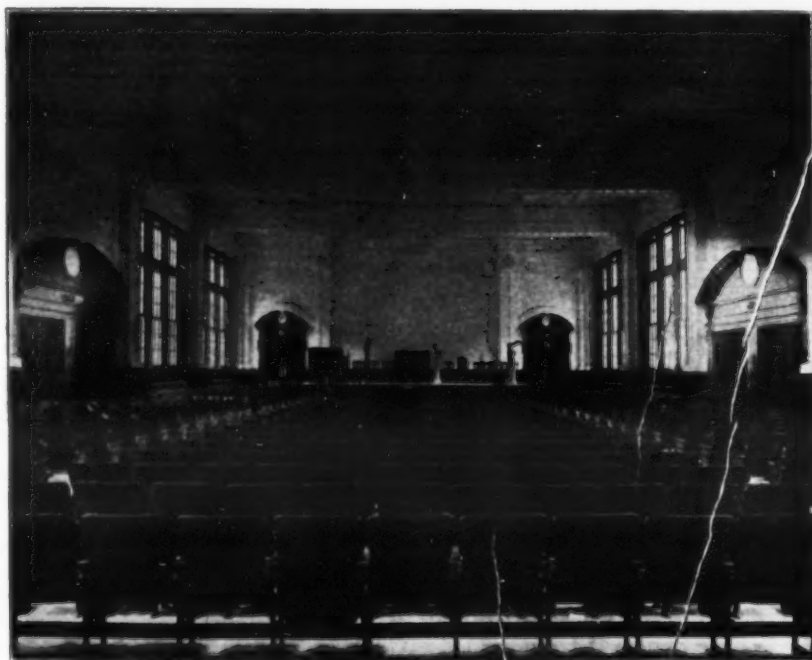


SOPHIE B. WRIGHT HIGH SCHOOL FOR GIRLS, NEW ORLEANS, LA.

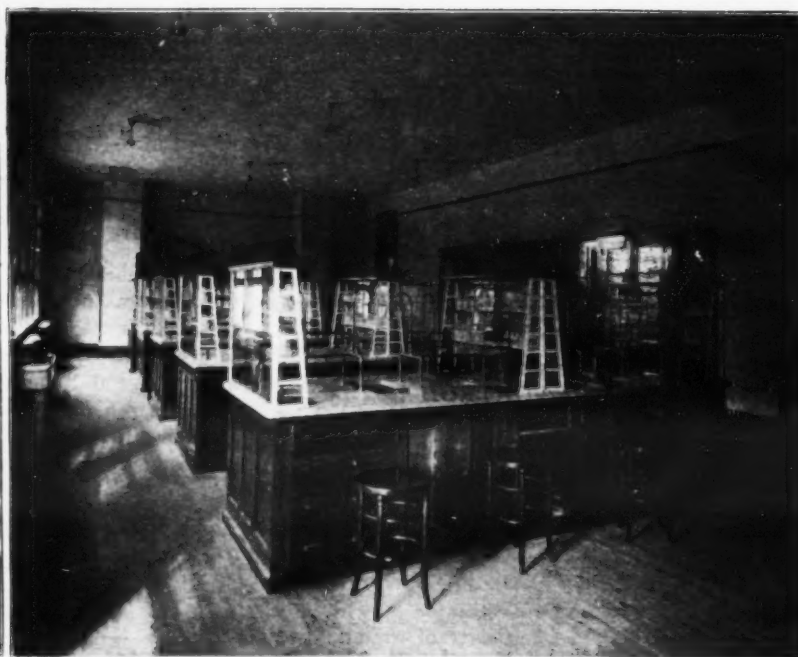




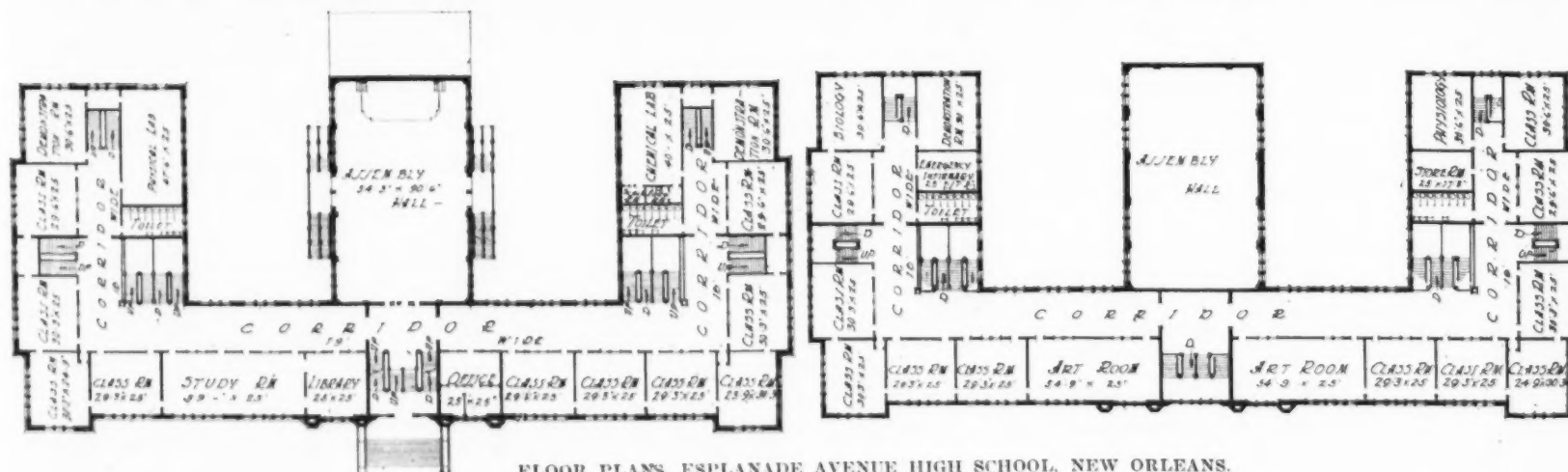
ESPLANADE AVENUE HIGH SCHOOL, NEW ORLEANS, LA.  
Mr. E. A. Christy, Municipal Architect.



ASSEMBLY ROOM.



LABORATORY.



FLOOR PLANS, ESPLANADE AVENUE HIGH SCHOOL, NEW ORLEANS.

Delgado Central Trades School. The Nicholls school, opened in September last, is the first public school to be devoted to industrial work. The building occupies half a square of ground, not far from Stuyvesant Docks, in the midst of an industrial population from which the appli-

cants immediately exceeded the accommodations.

The building cost \$54,343.80, exclusive of grounds. It is of pressed brick, faced and trimmed with cream-colored cement.

On the top floor, in the rear of the wide cor-

ridor that traverses the building from end to end, is located the domestic science department. In the kitchen is a battery of 23 individual gas stoves. Leading from the kitchen is a dining room and pantry, which in turn opens into a large room that is to be fitted as a model flat.

(Concluded on Page 60)



# THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

WILLIAM C. BRUCE, Editor

## EDITORIAL

### DR. DAVIDSON TO PITTSBURGH.

The Pittsburgh board of education, after a hunt of six months, has elected as superintendent, Dr. William Mehard Davidson of Washington.

Dr. Davidson is pre-eminently fitted for the huge task which will confront him, both by personal qualifications and experience. Since entering upon the administrative work as head of the Topeka schools in 1894, he has successfully handled the school situation in two notably difficult communities, Omaha and Washington. He has shown himself a true educational leader, a harmonizer of warring professional factions, a tactful manager of school-board and municipal officials and a warm-hearted, sympathetic friend of children. When the difficulties of the able schoolmen who preceded him in both the cities he has worked in are remembered, Dr. Davidson's record is truly remarkable.

All his powers will be called upon in Pittsburgh. The leveling up process which has been going on during the past year, the weeding out of inefficient teachers and principals, the unification of the course of study and the general rehabilitation of the schools have been barely begun. That the entire community is eager for the reforms which have been so nobly undertaken has been evidenced during and after the discharge of the former superintendent. The board of education, also, has shown its steadfast, earnest determination for better schools and its ability to stand for the right. In every respect, Dr. Davidson has a wonderful opportunity for constructive public service. May he succeed.

### SCHOOL-BOARD CONTROL NEEDED.

There is sufficient evidence at hand to prove that medical inspection cannot be administered most satisfactorily by the health departments of cities and villages. The school physician working directly under the orders of the school board is a far more effective official than is the medical man sent out by the municipal bureau of health. In fact, one investigator who during the year past visited a majority of the cities in the United States, maintaining medical inspection systems, has stated that systems controlled by the boards of education are on the average 50 per cent more efficient than those managed by outside authorities.

The reasons for the poor showing made by health boards are not far to seek. The problems of school hygiene and sanitation are problems of health plus problems of education. They must be solved by the physician viewing them as educational primarily.

Medical inspection has advanced far beyond the point where it seeks to simply avoid contagious disease. The discovery of diseases, of physical defects and of mental deficiencies has in addition to seeking relief and establishing good health, the purpose of making the children better students, and consequently better men and women and better citizens. Similarly, sanitary inspections are intended to do more than remedy bad lighting, poor sanitation and dangerous plumbing. It is sought to produce conditions which will be a distinct contribution to the intellectual progress of children. The same applies to school clinics, and the followup work of nurses.

The success of school medical inspection depends ultimately upon its aim. Health author-

ities are interested chiefly in the removal of disease and disease-producing conditions. They fail in school hygiene because they cannot well take the final effective step of applying the health principle educationally and because their authority is always a limited, dismembered one.

The rule that no feature of education can be controlled successfully outside the regular administrative machinery—the school boards—applies to health matters, particularly medical inspection, as much as it does to school finance and building.

### WOMEN AND ADMINISTRATIVE POSITIONS.

The advocates of women's rights are making the old mistake, of demanding that a woman shall be elected, each time an important school office becomes vacated. In Washington such an agitation has begun for a successor to Dr. Davidson and in a number of smaller communities in the Middle West campaigns have been waged with little success.

The present feminist movement if we understand it rightly, seeks equality for women in all matters political, civil and social. Woman-like, however, its leaders are using every device to attract attention and to gain favor. In their zeal they are often forgetting reason and fitness. Thus, the demand for especial consideration of women for executive school posts is based upon the flimsiest pretext and contradicts the prime cause of the movement, equality.

School boards will do well to disregard all such agitation which seeks to make the schools a tool for political advantage. They have only public policy to conserve in all their acts. The selection of the best fitted person without considerations of sex, age, religion or political faith, is their bounden duty.

### A TYPICAL EXPERIENCE.

The Rochester, N. Y., Democrat in discussing the proposal to reduce the membership of the Greater New York Board of Education from forty-five to eight, relates the local experience with large and small boards. The Rochester case is a typical one and the change which has come over the school administration of the city has been repeated in hundreds of American communities. The Democrat says:

The city of Rochester changed the organization of its school board some years ago, reducing it to five members elected by the city at large. Before that time a member was elected from each of the wards, and, while that body was representative in theory, in practice it became subject to the laws of political manipulation. Its members followed the line of least resistance, few of them were selected because of special educational qualifications, and favors were granted to members with the view of obtaining favors in return. Naturally, the members from the various wards sought advantages for their respective districts by courting the assistance of those who would in return demand co-operation and help. The results were not satisfactory to the educational system, and the executive officers found it difficult to control the situation.

While the change to the smaller board was radical, and some of the theories of the new board excited criticism, the plan was found exceedingly beneficial, and the work of the Department of Education has been much more effective. New and handsome buildings have been erected, more adequate appropriations have followed, and the schools have been managed in a much more efficient manner. Rochester would not think of going back to the old system.

The success of the small school board, as exemplified by Rochester, suggests a further reform which must come within the next few years. It is the readjustment of the relations of school boards and their superintendents. The small school board has been successful chiefly because it concentrated attention upon the wel-

fare of the school system as a whole, excluding politics, sectional demands and personal pull. It has not, however, altogether recognized the principle of professional initiative in such professional matters as the nomination of principals and teachers, readjustment of the courses of study, adoption of textbooks and educational materials. Such outbreaks as have occurred recently in Philadelphia, Chicago, and numerous small cities are evidence that members of school boards are loath to give up the idea that they shall have the first as well as the last say in all important matters. The small school board will not be permanently a successful administrative form if it does not accord the superintendent full executive and administrative authority, confining itself largely to legislation and general matters of school policy.

### A PROGRAM FOR SCHOOLHOUSE CONSTRUCTION.

The Minnesota State Commissioner of School Buildings has, within the past month, issued a program which promises to revolutionize the character of schoolhouse construction in the state in a few years. This program is a large advance over the bare legal requirements of the most progressive states even tho it contains nothing but the just requirements of childhood for adequate physical school requirements.

It demands:

1. Schoolrooms of ample size, adequately and properly lighted, hygienically ventilated, and satisfactorily heated;
2. Cloak rooms of such dimensions, equipment and number, that neatness, cleanliness and comfort may be promoted;
3. Sanitary indoor toilets with facilities for the washing of hands, constructed so as to secure privacy and to combat the spreading of disease;
4. Clean and adequate playgrounds equipped with such apparatus as will induce healthful play;
5. Pure water under such conditions and with such means as will enable the children to secure it free from contamination;
6. Comfortable and hygienic seats in schoolrooms;
7. Suitable library facilities for every school;
8. The possibility for interior decoration which will add to enjoyment and pleasure of school attendance;
9. An external appearance of the school building, devoid of cheap ornamentation, but beautiful and attractive in its design, and surrounded by well kept school grounds;
10. A building which will provide safe exits in case of fire;
11. Facilities and means for industrial work for both boys and girls in buildings wherever their opportunities should be given;
12. A school plant that will take into account the growing needs of the community and the increasing demands of a public school education.

It would be interesting to see the substance of this program incorporated in the school-board rules of every city, village and country district of the Union.

### COUNTY ORGANIZATION DEMANDED.

The need of the county unit in school organization is being better understood from year to year. The inequalities and injustices of the district plan, the obstacles which it presents to any comprehensive scheme of rural school improvement are impressing themselves more and more upon observing, thoughtful schoolmen.

The teachers of Kansas are the latest to add their protest against district organization, which they find prevents the equitable distribution of corporation taxes, the equalizing of tax assessments, the employment of well-trained teachers and the maintenance of satisfactory schoolhouses. They believe that the county plan will insure efficiency and economy in the



administration of school affairs for the following reasons:

"(1) The management of the county schools will be entrusted to a single county board, with a wide-awake, energetic adviser from each district to co-operate with.

"(2) Consolidation can be more easily accomplished, the weak schools eliminated, and the school work of the county properly standardized.

"(3) The school supplies and equipment can be purchased in large quantities and at a corresponding reduction in cost.

The county plan of school organization involves a simplification in our governmental machinery that is needed immediately if the rural schools are to continue to grow in efficiency in proportion to the problem they must meet.

### THE IDEAL SCHOOL SUPERINTENDENT.

The schoolman is his own harshest critic. While he will resent heartily any layman's aspersions upon his profession he will himself analyze minutely the failings and failures of himself and of his brethren and speak his mind with freedom.

Usually he is hypocritical because he bases his judgment on too high an ideal and sets a standard of achievement that is almost impossible to reach.

An illustration of such a high standard which a superintendent has set for his kind is contained in a description of the "Ideal Superintendent," written by Leonard Townsend Cole of Vermont. He says in part:

An ideal superintendent of schools, State or local in jurisdiction, should be a man of the people. In administering his office, he should not be under obligations to any political party, sect, individual or organization other than the body politic. His spirit and purpose ought to impel him to seek the best possible education for the people as a means of improving their material, intellectual, moral, and social condition. He should embody, in large measure "an almighty love."

The ideal superintendent should be a profound thinker and of action intense. But let him not presume to mount Bucephalus unless he be Alexander. Yet he should arrive at a well-fixed goal, whether he gallop on the Beotian charger or shack along on the old, gray mare.

A wise superintendent will not dare the flying machine at this stage of educational progress. He will keep his feet upon the earth in the steady, upward march of the plain people, even when he leads their van, and, far up the height, proclaim Excelsior!

If in youth his hands have been hardened in the labor of farm, or shop, or mill, richer will be the red blood which bathes his brain, quicker his thought, more practical his conclusions; and unfortunate is the educational leader whose training does not include the discipline of the great, grand school of yeoman toil.

When, too, he has studied his way thru rural schools, high school, or academy, the superintendent knows the condition and needs of these the great body of institutions over which he must exercise supervision; for his knowledge is experience.

Professional training in a first-class normal school, or its equivalent, is no less essential to the superintendent than the school of medicine to the physician, or that of law to the jurist. As the gun must be many fold heavier than the projectile which it hurls, so the ideal superintendent does not terminate his preparation with his normal school graduation. He also completes a liberal course at college, and, thru post-graduate work at the university, he broadens along special lines. Of course this superintendent has had ample experience in teaching and school management, and he continually reads the standard works of the old masters along with the best professional literature of the day.

He is also ready, apt, and attractive with tongue and pen, not only in presenting the truths and interests of education, but, discussing any great subject of human weal, he commands respect and carries conviction.

Wise and frugal in the use of resources, practical and conservative, yet aspiring, the ideal superintendent has steel and iron in his spine; his courage rises as difficulties increase; and he builds the bridges over which Hope and Faith do pass to the Land of Promise.

### THE COMMON CUP CRUSADE.

The common drinking cup will have passed entirely from American schools in a few years if legal enactments and condemnations thru state health boards continue at the present rate. Only six years ago not a single commonwealth concerned itself about the possible propagation of disease thru the promiscuous use of drinking vessels in public places. Today twelve states forbid it by special laws and twelve by rules of the state health authorities bearing the force of law. In twelve states it is similarly prohibited without a possible penalty. Only fourteen states have taken no official cognizance of the matter.

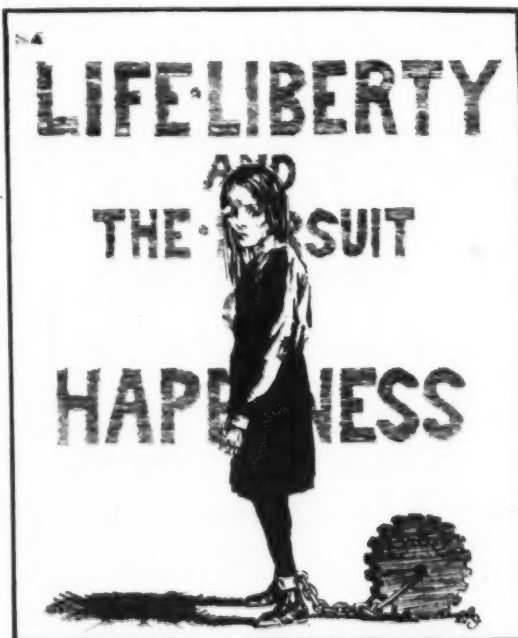
Certainly the rapid progress which has been made in this important detail of the great problem of public health shows how anxious the American people are to improve conditions, and how readily both health and school authorities act when a need is brought to their attention. It will be interesting to note how soon the remaining fourteen—among them the great state of New York—will act to make the roster complete.

### AN ABUSE.

A Southern teachers' paper some months ago printed the following item: "A \$100,000 high school building will be erected in Macon this summer. Thus far twenty-three sets of plans have been looked over and rejected."

It would be interesting to obtain from the 23 architects whose designs were "looked over" a detailed statement of the costs of producing the sketches. A conservative figure would, perhaps, be from \$100 to \$150 for each, or \$2,300 to \$3,500 for the whole. And these were made without the slightest reward or recognition.

A system of selecting plans which involves such a waste of effort, time and money is manifestly unfair and should be abolished. No other profession will allow itself to be imposed upon like architects are doing every day. The physician, the lawyer, the preacher, the teacher, know no such arrangement as tentative studies of a client's problem without adequate compensation.



Fettered.

—Atlanta Georgian.

School boards, in fact public bodies in general, are largely to blame for the modern competition system. The architects as a class, are also the cause to an extent because they are the first to raise the cry of favoritism when selections are made without competition. The solution of the difficulty lies in a general acceptance of the idea that architects should be employed upon the basis of merit as evidenced by successful practice, technical training and general reputation for ability and honesty. If a building project is of such important and difficult a nature that a test must be made of designs, the rules of the American Institute of Architects should be followed and a reasonable compensation allowed.

### BACKBONE NEEDED.

The principal of a grade school, in an Illinois town, has been found guilty of falsifying his educational records and of acting insubordinately toward his superiors. Still the school board has refused to discharge him because of a possible suit for salary and the man will continue to manage his school.

It is not difficult to imagine the influence of this principal upon his teachers and upon the pupils enrolled in the school. The lessons of honesty, obedience to authority and of moral courage in the discharge of duty will certainly not be impressed upon the children or upon the community at large.

Courage is a quality needed in every branch of public service, and particularly in educational administration. The Illinois school board mentioned above has demonstrated that its membership is lacking in that courage which is the first essential of successful school administration. Its members should "fire" the unruly principal or resign for the moral welfare of the town.

### OHIO SCHOOL SURVEY.

Unless all signs fail Ohio will shortly have a school system which for uniformity of a high standard of excellence will be unequalled in the United States. The demonstrations made in all parts of the commonwealth on November 14, designated "School Survey Day," certainly show that the country districts have been awakened to the need for better schools, more sanitary buildings, better trained teachers, and the wider use of the schoolhouses. The School Survey Commission, the State Department of Instruction and Governor Cox co-operated nobly to make this day a huge success in awakening an enthusiasm for education.

The Ohio Survey would have been worth all the effort and money which it has cost had its only result been the Survey Day. Certainly this day presages a report full of promise.

### TITLE PAGE AND INDEX.

The usual annual title page and index for the current volume of the School Board Journal has been printed and is ready for distribution. Interested subscribers may obtain copies by sending a post card.

A schoolmaster who becomes a favorite by agreeing with everybody never becomes anything else.

A schoolmarm who wears diamonds is seldom a jewel.

Teachers are worth more salary in these days—their teaching is worth more too.

You may drive some teachers to the institute but you can't make them teach better for all that.

Where the expert school surveyor sees an opportunity for an ideal reform, the teacher sees only a chance for a good deal of hard work.

Last, but not least, A Merry Christmas and A Prosperous New Year to all subscribers of the School Board Journal.



# A SANITARY SYSTEM FOR THE CARE OF GYMNASIUM UNIFORMS

By F. B. BARNES, Esq., St. Louis, Mo.

Two of the most neglected phases of the problem of school hygiene have been the insanitary condition of the locker and dressing rooms provided for the physical education classes, and the insanitary condition of the clothing used by the pupils while exercising. An inquiry into the subject reveals the fact that one of the chief causes of trouble is the utter lack of sanitary methods in caring for the gymnasium uniforms. The writer of the present article made this discovery several years ago and has evolved the following plan to overcome this as well as other minor defects:

The system of clothing storage generally in use in educational institutions at present is to provide for each pupil a steel locker, large enough to hold all the street clothes while he, or she, is using the physical department, and at all other times to store the perspiration-saturated and germ-laden, dirty gymnasium uniform. This uniform in the process of drying gives off the familiar obnoxious odor, which permeates the locker rooms and gymnasium, and which sometimes penetrates to other parts of the building. This uniform frequently becomes so obnoxious when in close proximity as to be offensive. It is dangerous also for frequently infection following slight injuries has been attributed to contact with insanitary gymnasium uniforms.

## Economic Waste.

From the economic standpoint, the present locker systems involve a double waste. Because of the limitation of space in the gymnasium and in the dressing rooms, and because of the grading of classes for instruction in both physical training and in the regular academic branches, it is never possible that more than one-tenth of the enrolled student body uses the physical department at one time. Certainly it is not in accord with economic principles of administration to install lockers which are in active use at one time by only one-tenth of a student body.

Again, it is obviously a waste of space to provide a locker large enough to contain a suit of street clothing for the brief period during which an individual is exercising and to be used the rest of the time for the storage of a soiled gymnasium uniform which ordinarily would occupy only one-tenth the space. When it is remembered that the average physical education period is only two hours in each week this waste becomes more apparent in that the locker is practically empty during 97 per cent of the time.

Again, under the present condition, there is no point of control to the entrance of the locker rooms, baths and gymnasiums.

## The New System.

About five years ago what has since become known as the "Kansas City Locker System" was first installed experimentally in the Young Men's Christian Association building at Kansas City, Mo. The plan immediately found favor in that the following four advantages were noted:

*First*, it is sanitary in that it removes the cause of unhygienic conditions by immediately laundering the gymnasium uniforms and compelling the pupils to exercise in clean, dry clothes.

*Second*, it is economical in space. The gymnasium uniforms, always clean, are stored in small fibre boxes and placed on steel trucks in the storage room under the supervision of an attendant. Only enough lockers are provided to accommodate the largest number of persons which may be in attendance in the gymnasium at one time. This means enough dressing lockers to accommodate an incoming and an outgoing class.

*Third*, absolute supervision is made possible. The storage room is so located that it controls the entrance to the locker and dressing rooms. The attendant in charge of the storage room has at all times a record of those who pass into the physical education department. The entrance is always under his eye.

*Fourth*, the cost is low. For economy in cost of installation, it is obvious that the fibre boxes stored in small compartments are much less expensive than large enameled steel lockers. Likewise, the cost of floor space is reduced because of the much smaller space required.

## The Storage System.

As a practical illustration of the manner in which the "Kansas City Plan" operates, a storage room planned by Mr. Wm. B. Ittner and adopted by the board of education at Washington, D. C., for the new high school may be described. By referring to the accompanying plan, it will be seen that the storage room is centrally located and serves the boys and girls alike without a mingling of the sexes. This storage room has a capacity for 2,000 storage boxes and trucks, and the dressing rooms are equipped with three hundred large dressing lockers. Owing to the fact that the gymnasium uniform worn by the girls is larger and more bulky than that worn by the boys, a box

13"x13"x8" is provided. The standard size for boys is 13"x9"x8". The standard size for girls' dressing lockers is 15"x15"x72", slightly larger than the average. The size for boys' dressing lockers is 12"x15"x72". The storage room is equipped with enough fibre boxes to accommodate all of the students who will use the physical department. These are stored on steel trucks, and so far as possible, each class is assigned a truck.

## The Keyboards.

Two keyboards are provided, on which are hung the tagged and numbered keys for the lockers in the dressing rooms. These keys have brass safety pins attached so that they may be taken to the gymnasium and pinned on the gymnasium uniforms.

There is also provided a small laundry plant consisting of:

- 1 combination washer and wringer
- 1 tumble drier
- 1 table
- 4 canvas laundry trucks
- 1 marking machine.

## Arrangement of Dressing Rooms.

The dressing rooms are equipped, as stated above, with enough comfortable full-length lockers to accommodate the largest possible number who may use the gymnasium at one time.

The arrangement of the lockers in the boys' room is around the room, backs to the walls, thus providing an open court. This arrangement is a protection against theft and misconduct and contributes to the social atmosphere, because conversation is not interrupted by rows of lockers shutting off the view from one part of the dressing room to another.

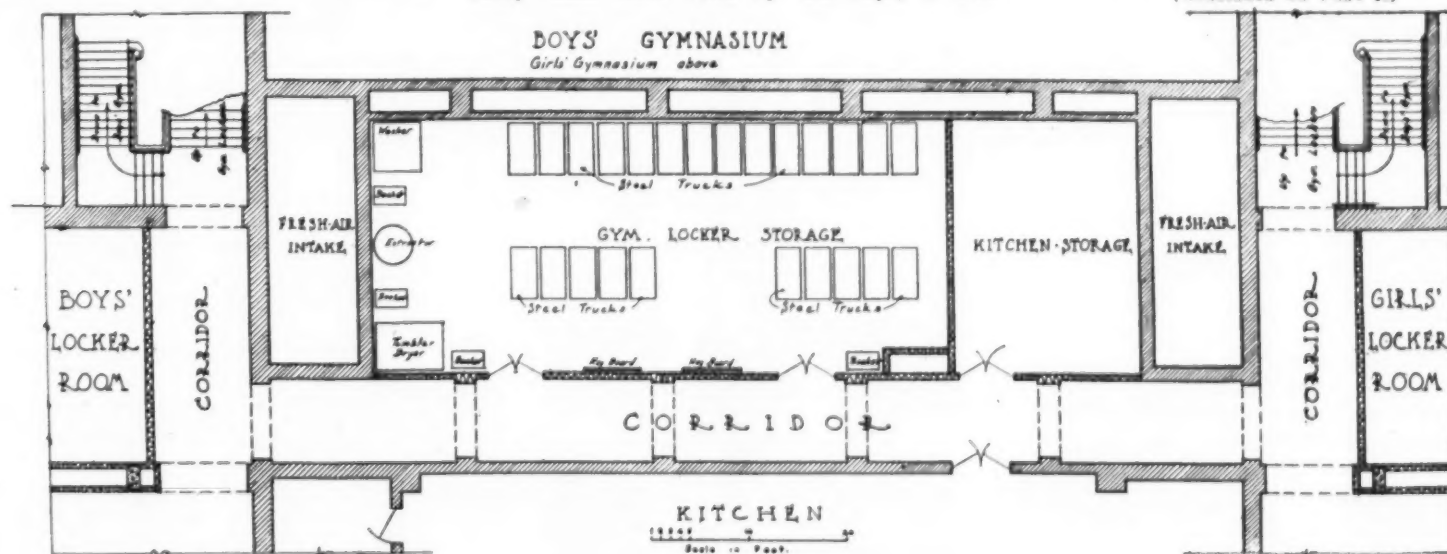
The girls' dressing room is arranged with lockers forming compartments provided with curtains, thus affording a degree of privacy; it is also provided with a hair-drying device.

## The Operation of the System.

The pupil on enrolling for physical training is assigned to a particular class and is given a box stored on the truck which is to contain the boxes of his or her class.

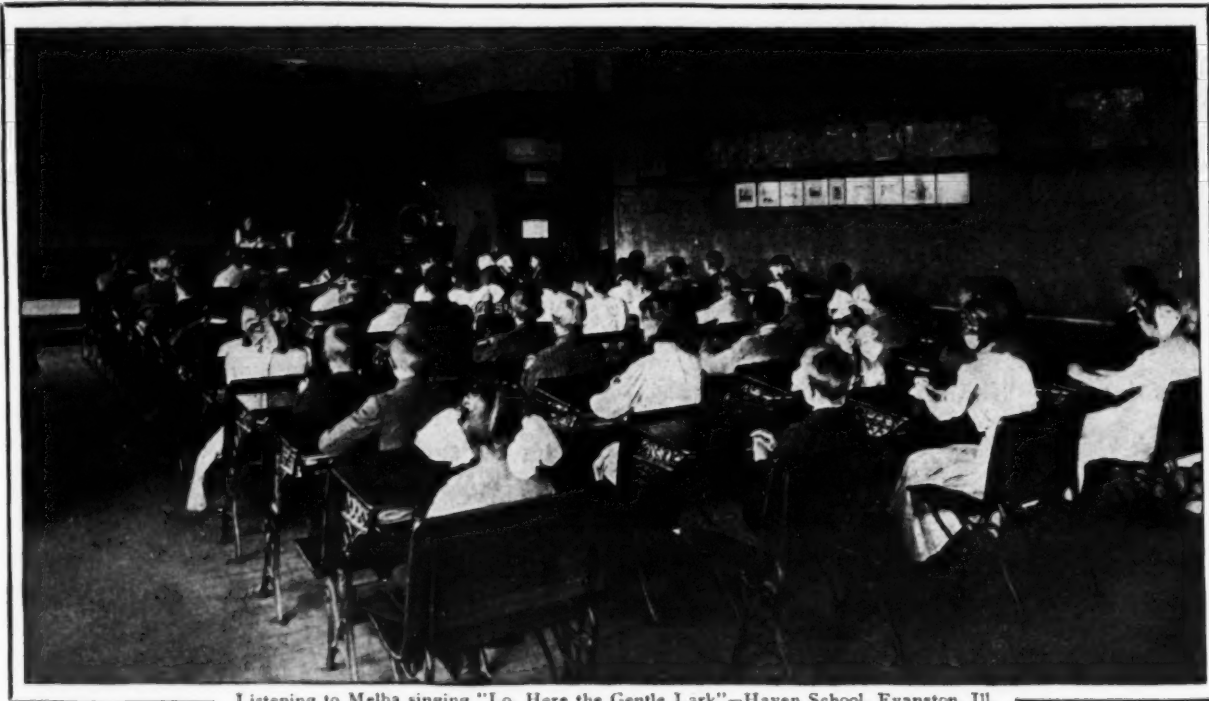
Upon going to the physical department for the first time, the student brings his uniform to the storage room and the attendant marks each garment with the storage box number to which he has been assigned. Each time the student comes to the physical training department, after the first visit, he presents to the

(Concluded on Page 26)



LAYOUT OF EQUIPMENT IN GYMNASIUM LOCKER STORAGE  
CENTRAL HIGH SCHOOL - WASHINGTON, D. C.  
Wm. B. Ittner - Architect.



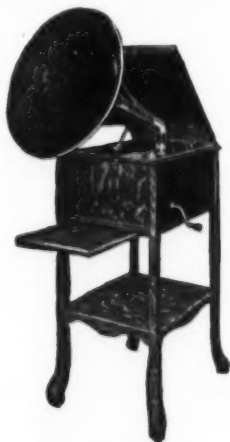


Listening to Melba singing "Lo, Here the Gentle Lark"—Haven School, Evanston, Ill.

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locked to protect it from dust  
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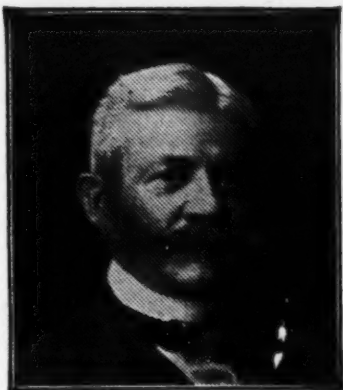
Some day there will surely be a Victor in *your* school. Why not enlist its valuable assistance right now?

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Set in Packard Ovalo Border No. 4

## A SANITARY SYSTEM FOR THE CARE OF GYMNASIUM UNIFORMS.

(Concluded from Page 26)

checkroom attendant his enrollment card upon which is stamped in large figures his storage box number.

A few minutes before a class is scheduled to use the physical department, the attendant rolls out to the counter the truck containing the box assigned to the class. He places a clean towel, a small half-ounce bar of soap and a key to one of the dressing lockers in each box. The class arrives, and just as fast as the members present their enrollment cards showing the storage-box numbers, they are handed their boxes. They then pass into the dressing room, where they

open the locker to which they have a numbered key. They dress in their gymnasium uniform, pin the dressing locker key to the waistband of the gymnasium suit and pass into the gymnasium for their exercises.

When they return the process is reversed. They bring the fibre storage box containing the gymnasium uniform, soiled towel and dressing-locker key back to the attendant, and in exchange for this, receive their enrollment cards. During the period when there is no class passing into the dressing room, the attendant hangs the enrollment cards on the keyboard in place of the respective dressing-locker keys.

After the class has used the physical department and has returned its boxes to the attend-

ant, the latter at his leisure examines the contents of the storage boxes and places the wet and soiled gymnasium uniforms in a truck ready to send to the laundry. Here they are washed and dried and returned to the respective boxes which correspond to the garment numbers. Of course, the towels are washed every time they are used.

By this plan, the responsibility for the sanitary condition of the gymnasium uniforms, lockers and dressing rooms is more entirely controlled by the management of the school. Nothing is left to the will or convenience of the student.

The process is so simple, the cost of installation and maintenance comparatively so small, and the benefits derived from the standpoint of sanitation and hygiene and the supervision so complete that the system appeals at once wherever it has had a fair hearing.

### Comparative Cost.

Below is an estimate of the comparative cost of the new system as specified for the new Northeast high school at Kansas City:

#### The Old System.

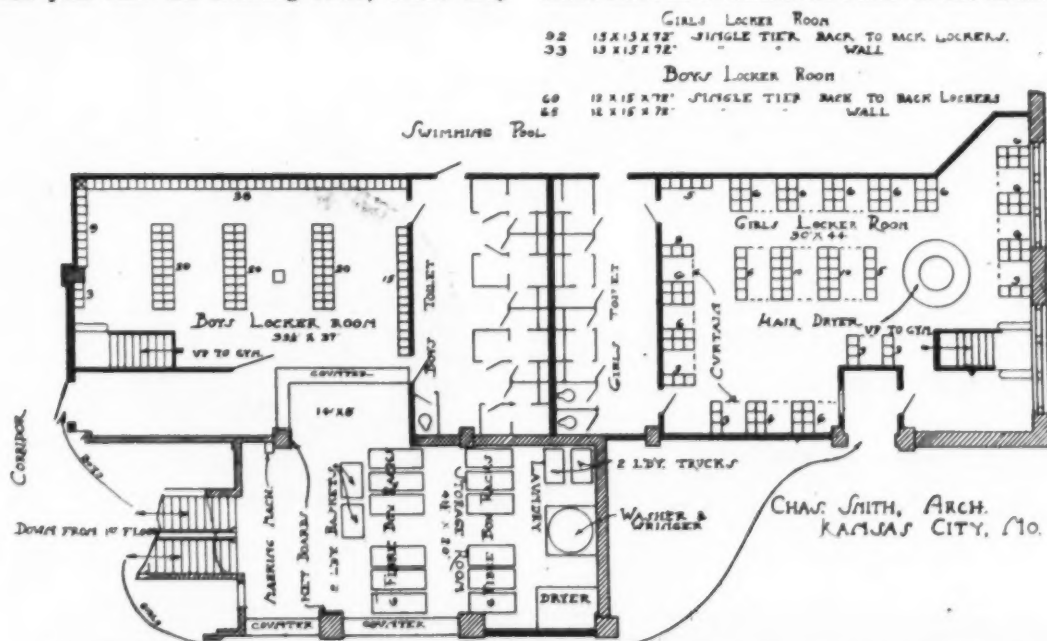
1,000 lockers 12x15x72.....\$4,250

#### The "New" Kansas City Locker System.

1,000 fibre boxes .....\$380.00  
250 12x15x72 steel lockers.. 970.00  
12 steel trucks ..... 520.00  
2 keyboards ..... 20.00  
4 laundry baskets ..... 40.00  
1 marking machine ..... 150.00  
1 combination washer and wringer ..... 150.00  
1 tumble drier ..... 450.00  
1 table ..... 10.00  
250 safety pins ..... 6.25

Total new system.....\$2,696.75

Net saving .....\$1,553.25



LAYOUT OF LOCKER AND DRESSING ROOMS, NORTHEAST HIGH SCHOOL, KANSAS CITY, MO.



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costs no more than the ordinary kind. Where we have no local representative we prepay the freight to any point in the United States.

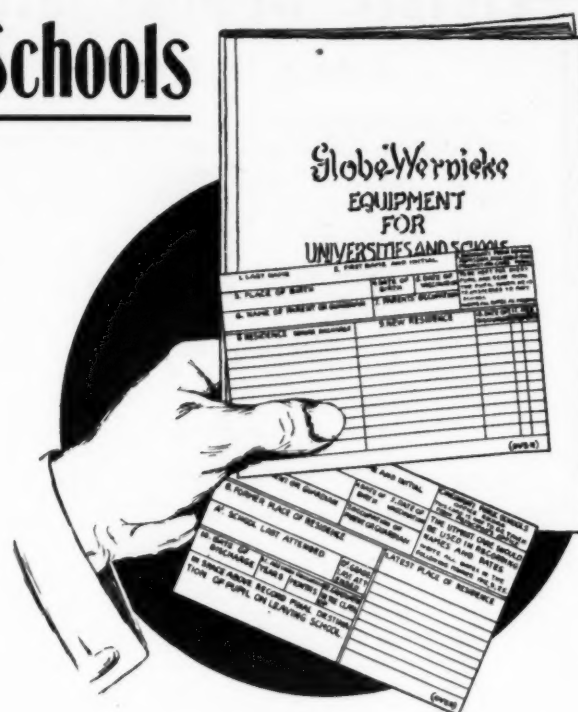
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## TWO IMPORTANT MEETINGS

By FRANK M. BRUCE

A very insistent young lady from Lincoln, Neb., embarrassed by an innocent question at a most dignified assemblage of educators who had gathered at Grand Rapids on October 21st, to perfect an organization known as the Vocational Guidance Conference.

This following upon an address the night before by Dr. Leonard P. Ayres, Director of the Education Division, Russell Sage Foundation, New York, on the "Results of Recent Studies of the Russell Sage Foundation" crystallized the sentiment for a permanent organization on Vocational Guidance, separate and distinct from the National Society for the Promotion of Industrial Education.

It should be said here parenthetically that the Vocational Guidance Conference, as its name indicates, was formed three years ago as a supplement to the National Society for the Promotion of Industrial Education. That the work of the latter is dependent upon the former and that Vocational Guidance is vitally necessary to any successful scheme of industrial education argues for the existence of both organizations and the enormous task which confronts each.

But to come back to the insistent young lady from Nebraska. Repeatedly she asked the question on the second day of the Conference "What are you gentlemen from all parts of the country doing in the matter of Vocational Guidance?" The gentlemen from Chicago and elsewhere could not and would not answer the question until, finally, Alfred P. Fletcher, Assistant Superintendent of Schools, Rochester, N. Y., leaped the gap with a description of the work done in connection with printers' apprentices of his city.

This as much as anything gave impetus to the adoption of a constitution and the effecting of a permanent organization for the Vocational Guidance Conference. Coming as it did upon Dr. Ayres' address the night before in which startling figures and charts were produced to show the necessity of less waste in Vocational Guidance, a new association was formed which may some day influence most important changes not only in our general conception of popular education but in the entire organization of our present-day system of schools. The Conference spent a day in introductions, a day in organization and devoted one session to a study of "Vocational Guidance Within the Public School System" and another jointly with the National Society to the question: "How Shall we Study an Industry for Purposes of Vocational Education and Vocational Guidance?"

The following officers were chosen to carry on the permanent work of the Vocational Guidance Conference:

President, Frank M. Leavitt of the University of Chicago.

Vice President, Alice P. Barrows, director of Vocational Education Survey of New York City.

Secretary, Jesse B. Davis, principal of Central High School, Grand Rapids.

Treasurer, James S. Hiatt, secretary of the Public Education Association, Philadelphia, Pa.

Of course this Conference was only preliminary to the work of the National Society for the Promotion of Industrial Education. The work of the Society this year was divided between the work to be done by girls as well as by boys. This gives a new angle to the service of the

Association which must be rendered to boys and girls alike who are waging the battle of life.

The first session of the Society was devoted to the solution of the Vocational Education Problem in Michigan. Dean Louis E. Reber of Wisconsin opened the session with an exposition of the Wisconsin Law. John Dewey of Columbia argued the philosophy of Vocational Education.

Warren E. Hicks, Deputy Superintendent for Industrial Education in Wisconsin, discussed the practical workings of the Wisconsin Law. He was followed by David Snedden, Commissioner of Education for Massachusetts, who summarized the discussion of the afternoon and severely criticized the Wisconsin Law together with H. E. Miles' articles in a recent issue of a popular magazine, the reply to which appears on another page of this Journal.

The most brilliant session of the week came on Thursday when Governor Woodbridge N. Ferris of Michigan, President Wm. C. Redfield of the National Society and Laura Drake Gill, President of the College for Women at Sewanee, Tenn., completed the program for the Grand Rapids Association of Commerce Evening.

The Friday morning session devoted to Evening Schools for Wage-Workers and the Friday afternoon session given over to the girl problem were most interesting. Ida M. Tarbell produced some interesting statistics on women's work altho her general conception of the work being done in household arts in the schools the country over is somewhat primitive.

All in all this must be said: The Grand Rapids meeting of the National Society was a most successful meeting. It was by no means a manufacturers' or labor meeting. It was a schoolman's meeting with all the problems of a new education in the hands of the schoolman.



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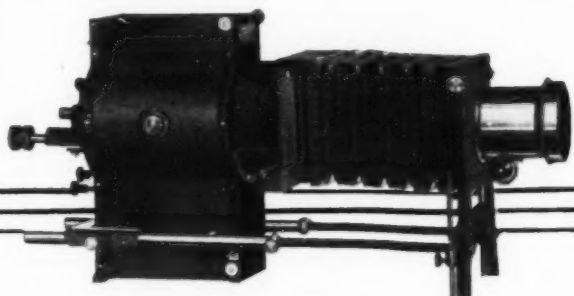
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The Wisconsin and Indiana Law were the most discussed subjects of the session. Next to these came the problem of the girl which is crowding itself upon the Society because of its seriousness and vastness.

Last but not least, the Grand Rapids meeting will go down in the history of Industrial Education as incorporatively in its work the first positive realization of that great problem involved in the Vocational Guidance Conference.

Vocational guidance work which is required of all is carried on entirely thru the English department. It does not aim in any way to force or even encourage a selection of a definite vocation but is designed to give the students in the seventh and eighth grades, first, what we call vocational ambition and, second, an appreciation of the value of an education. The method adopted to bring this about is that of writing themes and is under the general supervision of the director of vocational guidance. By stimulating the normal ambition of every boy and girl to amount to something and by developing an appreciation of the necessity of an education for any success whatever, the work in vocational guidance is a great factor in bridging over the gap between the elementary and secondary school.

#### DUTIES OF SCHOOL COMMITTEES.

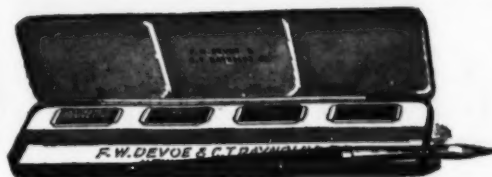
That the duties devolving upon members of school boards are the most important in the domain of civil government was emphasized by Dr. D. A. Robinson, member of the Bangor School Committee in an address before the School Committee Section of the Maine Teachers' Association. Places upon the school board, according to Dr. Robinson, should not be handed out as a reward for partisan political services, nor to satisfy the ambition of those who have a

hankering for public office nor should anyone be willing to become a member unless he has a love for the work, and is willing to devote all the time and study necessary to master the problems that come up for decision.

Among the important duties of the school board, that of selecting teachers is the most important, in Dr. Robinson's estimation. "It is the man or woman behind the desk that is the prime factor in making a successful school. I do not believe that the best teachers are always to be obtained from those who get the highest rank in the examination, or who have the largest number of testimonials to their qualifications,



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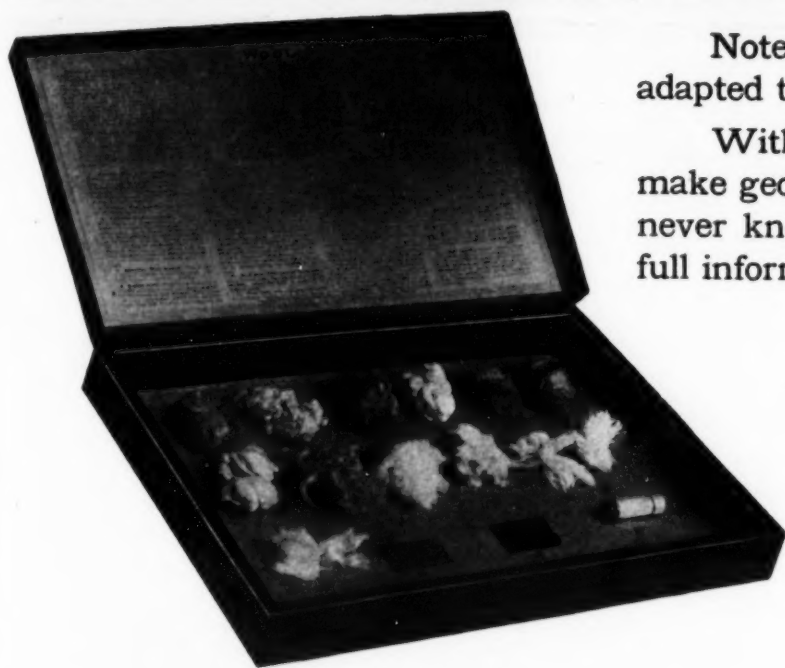
for sometimes the best scholars have not the teaching faculty, and I have known even school officials to give good testimonials to a teacher whom they were glad to get rid of. The proof of the teacher is in the teaching. It is not a kindness to a young teacher to keep her in the schools after it has become evident that she has mistaken her calling, nor is it fair to the pupils to retain a teacher when by reason of age or other infirmities her work has deteriorated. No personal feelings or motives should be allowed to influence the members of a committee in the discharge of that duty.

"The day when teaching can be made merely a stepping stone to some other career has gone by, and the day is fast approaching when only those who have been especially educated and trained for the work will be found in the public schools.

"It is necessary, if you wish to attract young men and women of the highest ability to the teaching profession, to pay them something near what like talents can command in other professions and vocations."

Speaking of the necessity of school equipment Dr. Robinson pointed out that "every one realizes that the business man, the farmer, the mechanic must have the latest and most improved methods, the best implements, the most effective tools in order to keep up with the times and compete successfully with rivals, but many do not seem to realize that the same is true of the children in schools. They seem to think that what was good enough for the parents when they were in school ought to be good enough for the children. But if our children are to compete successfully with their rivals in their chosen vocations, they must be provided with the best teachers and the best educational equipment for their work. It is the duty of committees to impress this upon the public, and see that the children have every advantage that properly belongs to them."

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| 13. Furs                                     | 34. Silk                                  |
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| 16. Gold, Mercury and Silver                 | 37. Sugar                                 |
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| 19. Iron and Steel                           | 40. Tea, Coffee and Cocoa                 |
| Part I. Ores of Iron                         | 41. Turpentine and Rosin                  |
| 20. Iron and Steel                           | 42. Varnishes                             |
| Part II. Alloys and Finished Products        | 43. Wheat and Rye                         |
| 21. Lead and Zinc—Ores and Products          | 44. Woods of the United States and Canada |
|                                              | 45. Woods, Foreign                        |
|                                              | 46. Wool                                  |

## SCHOOL HOUSEKEEPING

That the standards of cleanliness in school-houses shall equal those of the best homes is the demand of a committee of the National Education Association. A general standardization of "school housekeeping" based upon sound sanitary principles and put in operation with the help of teachers and pupils, is suggested by the committee thru a report written by the chairman, Dr. Helen C. Putnam. The report in substance is as follows:

"To standardize janitor service or school housekeeping the first step is to get the facts. Every building, as every room in it, has its own conditions to be learned and controlled. This can be done with least expense and greatest effectiveness by enlisting pupils' co-operation. Expense is negligible. Effectiveness is along three lines: (1) Practically constant supervision which good housekeepers find indispensable; (2) permanent records of sanitary details in place of guesses and opinions; (3) interest of future voters and homemakers in such details by practice in regulating them.

**Health Officers.**—Appoint a group of health officers in each classroom, for periods so limited that each child has service once a year. Credit their work to "physiology and hygiene," or "nature study," "domestic science," physics, chemistry, biology.

**Temperature.**—Health officers shall read thermometers hourly, record readings in a substantial book, chart them (e. g., nurses' clinical charts) on a blackboard reserved for it, where pupils, principal, janitor and visitors can see perhaps a week's record at a glance. When conditions permit they shall readjust heat sources, ventilators or windows, to secure proper temperature which, when artificial heat is used, should never exceed 68° Fahrenheit. Pupils over eight years of age can do this, sometimes younger.

**Dustiness.**—In high schools health officers can measure or estimate it by cultures, or by the "sugar method" recommended by the Committee

on Standard Methods for the Examination of Air. The standard is 2000 particles (visible under a two-thirds inch objective) to a cubic inch of air.

In elementary grades they can wipe surfaces with a clean cloth. If dusting was properly done, nothing is wiped off. Floor, woodwork and furnishings should be as immaculate as in the best kept home or hospital. This test should come at the beginning of the session.

Health officers should be responsible for the moist erasing of chalk, but pupils should not be required to dust rooms. Officers should record sweeping of rooms or corridor while pupils or teachers are obliged to use the rooms. (Severe penalties for this violation of sanitary rights should be enforced by school boards.)

Elementary pupils over eight years of age can do this, including record keeping.

**Relative Humidity.**—Officers over eleven years of age can be taught to use safely the whirling wet-dry bulb thermometer recommended by the U. S. Weather Bureau. The danger of breaking is lessened by tying to the back a stick projecting a few inches beyond the bulb. One instrument is enough for an ordinary building. Relative humidity should be recorded and charted about a half hour after the session opens. It can well be done later also. Where possible officers shall re-adjust artificial sources of humidity (evaporating pans, steam radiators, etc.), or windows, to maintain relative humidity at 50 per cent.

**Air Currents.**—When ventilating flues have no current indicators of their own, officers should measure currents with an anemometer (one is enough for the usual building), or estimate them with candle or joss stick. Pupils over eleven can use them, perhaps younger. The effectiveness of air currents is best learned by comparing the smell of schoolroom air with that out of doors—the standard of freshness. Air currents and freshness should be recorded at least once at the middle of each session. Offi-

cers should make such re-adjustments of windows or ventilators as indicated.

**Cleanliness.**—Cleanliness of washbowls, water-closets, and of any other part of building or yard should be recorded once each session. Dirt on windows sometimes diminishes illumination one-quarter to one-third, measured by a photometer. The instrument is costly, and until a less expensive method is devised the opinion of health officers can be given. Dirty windows are important in rooms badly ventilated or specially exposed to smoke and dust. Such windows sometimes need washing once in two weeks. Pupils over eleven, possibly younger, can do this reporting.

**General Suggestions.**—Health officers from older grades can be appointed for rooms where pupils are too young for any special detail.

When a fault is found beyond pupils' function to remedy, it should be reported immediately to the proper authority, probably the principal. It is wise never to "interfere with the janitor." This report and the result following should be stated in "Health Officers' Permanent Records."

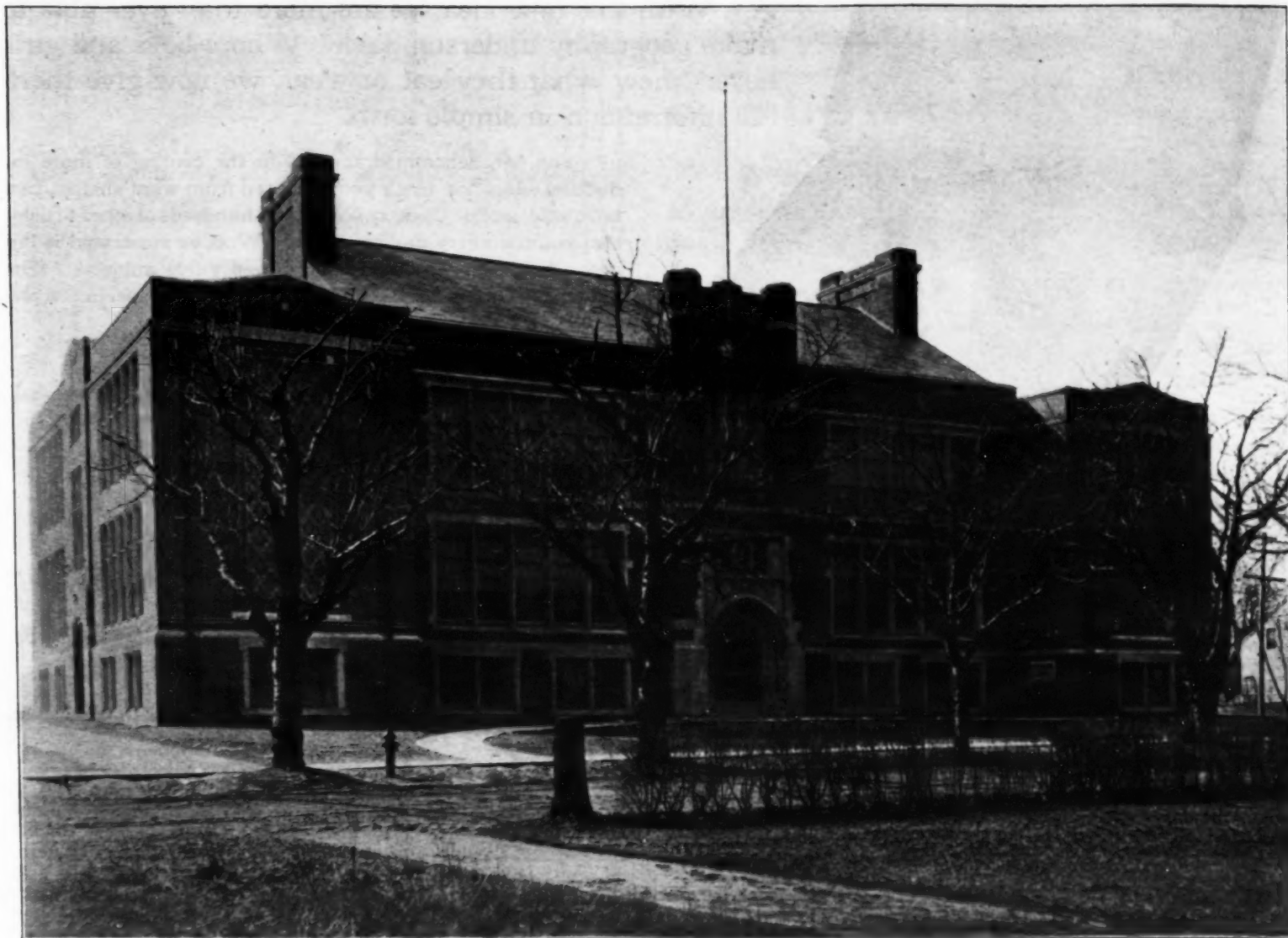
For other than classrooms and for corridors groups can be specially appointed, their duties being suitably modified.

Some, if not all of these exercises in practical sanitation can be undertaken quietly at any time by any teacher in charge of any room. One or the other has already proven practicable in individual schools within the last ten years. The accumulated data will be invaluable. It is the practical first step in reducing "school diseases," including tuberculosis which increases all thru school years (except in open air schools), and among teachers has a mortality rate higher than among the general public.

These facts will help demonstrate that school housekeepers, like others, must be trained in sanitary methods. Janitors' salaries and their supervisors' often equal and sometimes exceed salaries of teachers, principals and other trained workers whose responsibilities are no more serious, and who are carefully prepared and tested before appointment."



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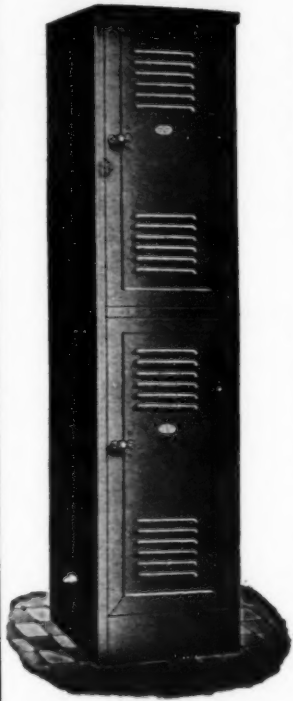
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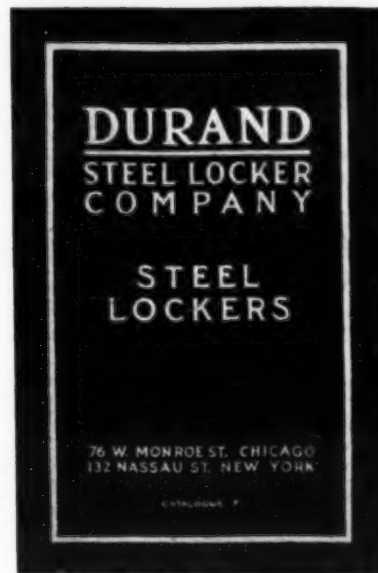
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### AUTOMOBILES IN SCHOOL USE.

An inquiry instituted by the Worcester school committee on the use of automobiles in New England cities reveals the fact that where machines are in use they are considered economical. Fourteen cities from which reports were obtained, have no automobiles; in three, machines are owned by the school district; in four, the superintendent has a car, and in one, a taxi is used when necessary. Four cities desire automobiles but cannot supply them.

The cities in which machines are used report in substance:

**Boston, Mass.:** Has one automobile and one truck in use full time; chauffeur employed at \$3.00 per day; to insure economical use machine should be kept busy greater part of the time; the average expense per year including depreciation is \$236 for the automobile and \$1,170 for the truck; percentage decrease per year about 20%; machines used by schoolhouse custodians and for trucking.

**Brockton, Mass.:** One automobile in use part time; superintendent owns it, and is allowed \$400 per year towards its maintenance; its use is regarded as economical.

**New Bedford, Mass.:** One automobile on part time; owned by the superintendent; allowed \$1.00 per day towards its maintenance; no chauffeur employed; use regarded as economical; expense per year about \$300; annual percentage depreciation 30%; used by the superintendent.

**New Haven, Conn.:** One automobile in use, no chauffeur employed; used by inspector of schoolhouses; use regarded as economical; an-

nual expense including depreciation \$300; percentage depreciation 30%; superintendent also owns one.

**Pawtucket, R. I.:** One automobile in use; use considered economical; expense per year including depreciation \$400 to \$500; percentage annual depreciation 30% to 40%; used by chief janitor and in trucking.

**Providence, R. I.:** Two automobiles in use full time, one part time; no chauffeur employed; use considered economical; expense per year including depreciation \$825; used by superintendent and superintendent of school property.

**Syracuse, N. Y.:** One automobile in use; one chauffeur employed at salary of \$730; use considered economical; annual expense including depreciation \$300; in general use in department.

### SCHOOL BOARD NEWS.

**New York, N. Y.** The school board has included in its budget for the school year 1914-15, items for the establishment of a day trade school in Greenpoint, where there is a large industrial population, and for a night trade school in the Bushwick high school. Both schools are in the borough of Brooklyn.

The fact that the school board of Denver, Colo., is without funds and facing a deficit of \$309,000 is a cause for concern on the part of the school department employees, in view of the unanimous belief of attorneys that there is no legal remedy for the situation.

A redeeming feature of the condition is the fact that the city and county treasury shows a book credit to the school fund of some \$334,000 or \$23,000 more than is needed for the payrolls.

Of the fund now credited to the schools, more than \$110,000 is carried as delinquent taxes from past years, while \$150,000 is for delinquent taxes for the present year. Added to this, there is \$74,000 remaining in cash or in cash due from the state as the city's share of the proceeds from the sale of state school lands. In view of the fact that the money is credited to the schools it is possible to have warrants drawn against the credit and the city will consider them legal.

The city, however, is not authorized to cash warrants when no money is in the treasury.

**Lawrence, Mass.** In a report to the school board on the housing accommodations of the public schools in the Central district, Mr. R. Clipston Sturgis, Boston, Mass., has suggested the replacing of wooden buildings and those unfit for school purposes with new buildings; changing of the Amesbury Street school so as to provide about twice as much room and the erection of a 24-room building on the new site; the erection of a new building or the enlargement of the best of the three old buildings for the present and maintaining either one or both of the others.

It was also suggested that the board adopt a plan similar to that of Boston by which a tabulation of the complete cost of erecting and equipping school buildings might be kept. This would include a concrete plan of erecting school buildings and putting every inch of space to actual use. A school building head was suggested whose duties would be the oversight of all repairs on buildings, supervising the janitor service, planning new improvements, the regulation of the purchase of coal and supplies and the care of all items pertaining to school buildings. It is believed that an official of this character could save many times over his salary by strict attention to his duties.

**Elyria, O.** The school board has passed an order restricting the use of the telephones to school officials and for school purposes. In cases of sickness or death, the schools may be called and the message given to the principal for delivery to the proper persons. It has been found that the parents and friends of the students were using the telephones for trifling messages, particularly for directing children in unimportant errands. The practice has interfered with the teachers' work and become an annoyance to principals.

**Minneapolis, Minn.** The board of education has declined to take any action on the demands of the Painters' and Decorators' Union for half-holidays when engaged in school work. The school board has adopted the policy of employing only practical electricians as teachers in this subject at the night schools. The action

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followed a request of the Electricians' Union.

According to a report of Superintendent Gwinn to the New Orleans board of education, the public schools of the city are very much crowded. Part-time classes are held in some and classes have been divided into morning and evening sessions. He estimated that there are approximately one thousand children in the part-time classes and that about 80 additional rooms are required. Twenty-seven schools were mentioned as being overcrowded. The matter will be referred to the city council.

The city attorney of New Orleans has reported to the school board that the obligation for the construction of sidewalks and their maintenance rests upon the board. The city furnishes the school sites and buildings, but the city attorney is of the opinion that the school authorities should care for the sidewalks.

Three one-room schools in Walworth County, Wis., have been replaced by a consolidated school, to and from which the pupils are hauled in an automobile.

It has been found that the machine will carry the children rapidly and safely making unnecessary the early start frequently complained of where wagon transportation exists. It is expected that the automobile will be used during the greater part of the school year, but arrangements have been made for teams when there is a heavy fall of snow in the winter, and when the roads are unusually heavy in the spring.

Bellingham, Wash. The school board has cut down the Christmas vacation from two weeks to one week, in order to get the full ten months of school, and yet dismiss the pupils for the year on June 12.

Pasadena, Cal. The auditing of bills incurred in the purchase of school supplies has recently been criticised by School Commissioner Frank May, who charges that the methods of the board in this particular are unbusinesslike. Mr. May has announced that he will approve no bills in the future which have not been verified for their accurateness.

Omaha, Neb. President Holovtchiner of the school board has announced that a definite plan will be followed in an effort to wipe out the deficit which is expected to appear in the board's

funds in January of next year. It is proposed between now and next June to practice rigid economy in the purchase of supplies and the improvement of school buildings and to eliminate all expenses which are not absolutely necessary. With the aid of a one-half mill increase in the tax levy it is expected that the deficit will be removed by June first.

The increased tax levy, from 18 mills to 19½ mills, will yield something over \$50,000 in excess of the receipts for 1913. Most of this will be needed for natural increases in expenditures but the board will have a balance of \$90,000 from last year to fall back upon.

Cincinnati, O. The right of the school board to demand of the city that it provide noiseless pavements near school buildings is to be tested in the courts. Some months ago the city was preparing to make improvements to the street near one of the school buildings and at that time it was asked that wood block paving be substituted for granite. The request was ignored and the latter material was used. When brick paving near a second school was chosen steps were taken to bring suit to enjoin the paving. The statement was made that education should be made as easy as possible for the children and as free from distraction for the teachers.

Chicago, Ill. An all-year bus service has been instituted by the board of education for the benefit of children near the city limits and the drainage canal who are obliged to cover a distance of twenty-two blocks in order to reach the nearest school building. The service was authorized following a report of the truant officer that forty children would attend if conveyances could be provided.

St. Louis, Mo. Fines aggregating \$300 have been recently remitted to the school board following the satisfactory installation of fire escapes on the school buildings. Some months ago the school-board members were ordered to pay fines amounting to the sum of \$300 for failure to erect fire escapes on the school buildings and it was agreed at that time that as soon as the board complied with the laws the fines should be remitted.

Lawrence, Kans. In order that the children who bring their lunches to school may be under

the scrutiny of a responsible person, an order has been passed by the school board providing for matrons during the noon hour. Teachers are to take turns in bringing their lunch and overseeing the children, and for their services will be paid \$2.50 per month additional salary.

Los Angeles, Cal. That the school buildings may be thrown open for political, social and educational gatherings on any afternoon or evening, including Sundays and that the expenses of light and janitor service must be borne by the local boards is the interpretation of the California law given by the chairman of the law and rules committee of the board. It is also noted that requests for the use of any building must be made to the board. The present interpretation will compel the revision of the rule prohibiting the use of school buildings by political and sectarian parties.

Indianapolis, Ind. Acting upon the suggestion of the local postmaster, the school board has appointed a committee to confer with him concerning the introduction of a school postal savings system. It is intended to adopt a plan which will give the least work and responsibility to the teachers and at the same time be practical in its operation.

The efficiency bureau of the civil service commission of Chicago has recommended that the contract system under which the school engineers now work be retained. The report was made at a meeting of the buildings and grounds committee of the board of education following an investigation of the engineer and janitor service, begun in May last.

The commission suggested that the change from the present system to the merit system would be more satisfactory but believed the time was not ripe for the first step inasmuch as the increased cost of appointing thru civil service would be at least \$400,000 a year.

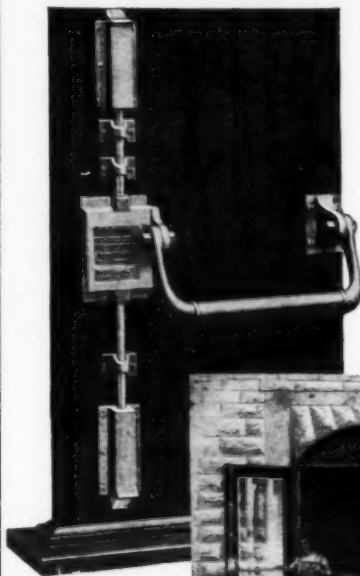
Vacuum cleaning has been urged as the first step toward the merit system which will make the system preferable even with a 25 per cent increased cost maintenance. Closer supervision by the board of the wages paid by engineers to employes, the ages, the number of hours the employes work, has been suggested.



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### VOCATIONAL EDUCATION.

Minneapolis, Minn. A committee of fifteen has been appointed by the school board to study the problem of employment for children who leave the schools before finishing the grades. More than five hundred leave in this way and it is held that something should be done to help them avoid "blind-alley jobs" and employment which is dangerous to health or morals.

Boston, Mass. The school committee is maturing plans for the operation of continuation schools which will be compulsory after January first. Under the provisions of Chapter 805 of the Massachusetts laws of 1913, all children between the ages of 14 and 16, who have left the regular day schools, must attend a continuation class for at least four hours weekly. It is proposed by Mr. W. Stanwood Field, director of continuation and evening schools, to open three kinds of continuation classes: first, trade classes for such as are indentured to learn a trade or skilled occupation; second, pre-vocational classes for such as want to enter a skilled occupation, but whose present work is not related to that occupation; third, general classes for such as have no specific vocational aim and are not preparing for skilled employment. It is intended to limit the general classes to 25 children, and the pre-vocational and trade classes to fifteen. The groups are to be made as homogeneous as possible and men teachers will be secured for the boys and women for the girls.

Neenah, Wis. An industrial school has been established at the high school with courses for both sexes. Elementary, machine and architectural drafting, shop drawing, joinery, woodturning, patternmaking, gas engine instruction, cooking, sewing, millinery and needlework are offered. Commercial studies are offered in addition to the other subjects.

Louisville, Ky. A pre-vocational school has been opened with the children grouped under two divisions. One-half their time is given to the industrial work and the remainder to academic studies. The latter include reading, geography, arithmetic, and English. The aim is not merely to train the child in a trade, but to train its hands and intellect together, so that skill with the former may combine with a practical

knowledge of adaptation to certain tasks. The children are selected from among those who have either left school to go to work or intend to do so as soon as they have arrived at the age of fourteen.

St. Louis, Mo. The school board has adopted a recommendation providing for the establishment of continuation and part-time classes for apprentice printers and foundry employees. For the former one day each week will be given to special subjects related to the vocation of the student and for the latter three days are allowed. Wages are paid the students while they are at school.

Grand Rapids, Mich. Vocational guidance work has been put into effect in the schools thru the efforts of Principal J. B. Davis. The plan in operation provides for cards upon which are printed a hundred or more questions concerning the child which seek to obtain a correct estimate of its capabilities and possibilities. The questions also have a bearing on the employer who seeks the work of the child and such questions as the temperament of the person under whose direction the child will work is also sought.

No child is given a work permit until the case has been referred to the vocational director so that he may get an idea of the capabilities of the particular child.

Reports are gathered from the managers where children are employed each month so that the board may know from actual experience just how correctly the child was judged before being placed.

Industrial education in the public schools of Somerville, Mass., is advancing under the direction of the committee on industrial studies. Evening classes for women have been established at the Bennett school and dressmaking and cooking have been added to the curriculum of the high school. An extra teacher has been found necessary to take charge of the increased enrollment at the Girls' Vocational School. At the Boys' Vocational School a course in automobile construction and repair work has been recommended.

Detroit, Mich. The continuation studies in the public schools have recently won the ap-

proval of the local department stores. Indorsement of the work by the managers of two of the largest stores has been made with their consent to the enrollment of the girl employees in continuation subjects.

The aim is to educate both high-school and grammar grade girls along new lines tending to make them efficient wives and housekeepers. In addition to dressmaking, domestic science and art, household arithmetic, the care and remodeling of clothing, household chemistry, millinery, modern languages, music, history, drawing and other subjects are taught.

### MANUAL ARTS NEWS.

Detroit, Mich. Dressmaking has been introduced in the seventh and eighth grades of the public schools. Cooking has been extended to include pupils from the sixth grade upward. The dressmaking work begins with the elementary principles of machine operation and gradually broadens to complex sewing. Handsewing is taught only in the upper grades.

A class for the exclusive study of dressmaking is planned for the Cass technical high school which will provide from four to five hours' work each day. The course will include a study of English and physical training.

On Oct. 28-29-30 the Kansas Agricultural College celebrated the fiftieth anniversary of its establishment and incidentally the thirtieth anniversary of the introduction of domestic science as a part of its curriculum.

A feature of the celebration was an address by Mrs. Nellie K. Jones, the first teacher of domestic economy at the College.

Mrs. Jones is frequently spoken of as the mother of domestic science schools in the United States.

Chicago, Ill. A petition of the Elementary Manual Training Teachers' Club for an increase of the maximum salary from \$1,500 to \$1,800 submitted to Supt. Ella Flagg Young met on November first with a curt reprimand. Mrs. Young intimated that the manual training teachers not only were not entitled to a raise on the strength of the present salary schedule, but that they ought not to receive the salary of the grade teachers whose maximum is \$300 lower.

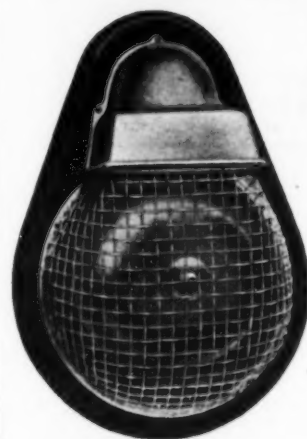


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"Manual training teachers have classes of only twenty-four pupils," said Mrs. Young, "and teachers in the grades, having the same children, are required to take charge of forty-five or forty-eight. The inequality in the salaries of the grade teachers as compared with those of the manual training teachers points to a positive injustice in the arrangement of the salary schedules.

"For example, if a grade teacher receiving the maximum salary has a room of forty-eight pupils, those children while reciting to her are taught at an annual expense to the city of \$1,200, but when twenty-four of them withdraw from the classroom of the grade teacher and go to the manual training shop they are taught at an expense of \$1,500 a year. Or, more, correctly, since only half the class can be taught at one time they are taught at the rate of \$3,000 a year."

The teachers' federation, representing the grade teachers, has been strongly opposed to a raise of salary for the manual training teachers so long as the salaries of grade teachers remained the same.

Joliet, Ill. The school board has ordered that a number of frames, for pictures recently acquired by the schools, be manufactured by the manual training class. It is believed that the making and staining of the frames will constitute a practical problem for the boys and that a saving will be effected.

#### EVENING SCHOOLS.

Southington, Conn. An evening class for non-English speaking people has been opened at the high school, continuing the work accomplished last year. Students are required to make a deposit of \$1 with the teacher. This will be returned at the end of the season if the students have been in attendance at fifty-one sessions.

Ottumwa, Ia. The initial session of the evening schools opened with a heavy enrollment in the shorthand and typewriting departments. Cooking and sewing attracted a great deal of attention as well as the classes in commercial law. It is intended that special classes shall be organized in elementary economics and German. These were not planned in the original list of studies but are warranted by the great demand. The class periods will be forty minutes in length

with the exception of cooking and bookkeeping.

Cleveland, O. The school board has adopted a recommendation of the business management committee concerning fees for evening school instruction. The scale is as follows: Technical high school, \$5 initial payment with a refund of \$3.50 for 75 per cent attendance. Initial payment at other high schools is to be \$2.50 with \$1.75 refunded for 75 per cent attendance. The amounts retained are for materials used. Principals are given authority to remit fees in needy cases.

St. Louis, Mo. To improve the work of the evening classes in freehand drawing, the school board has permitted the teachers to employ life models. A maximum of \$25 will be allowed in each class.

Winchester, Mass. An evening school has been opened with courses in English for beginners,

arithmetic, geography, history and commercial subjects.

Boston, Mass. A class in retail salesmanship has been opened in one of the stores where sessions are conducted each evening.

Kalamazoo, Mich. Night schools have been begun with about twenty courses offering bookkeeping, mechanical drawing, cooking, freehand drawing, sewing, dressmaking, millinery, stenography, typewriting, arithmetic, elementary English, algebra, chemistry, shop mathematics, lathe and cabinetwork, machinework and gymnasium work.

Sioux City, Ia. Evening schools have been opened with courses in bookkeeping, shorthand, cooking, sewing, millinery, English, shop work, mechanical drawing, drafting and printing. The fundamentals will include reading, grammar, spelling, arithmetic, history, geography and penmanship.

Davenport, Ia. An evening class for foreigners has been opened as a continuance of the past two years' work. National songs are learned and sung daily, and once each week some man of affairs in the city delivers a short talk on matters of general and practical interest to foreigners.

East Moline, Ill. The evening school for foreigners has been so successful that larger quarters have been found necessary. It is believed the enrollment will warrant an assistant in the near future.

The students are divided into three classes according to their stages of intellectual development and familiarity with English. The ages range from 15 to 40 years.

Salt Lake City, Utah. A course in cooking has been opened in the night school. Pupils are required to pay for the raw materials used in their work.

Lawrence, Mass. Two classes have been provided at the Redington Street building for those who desire to learn English. A small deposit is required to insure regular attendance.

Hibbing, Minn. Night schools have been reopened. Among the subjects are English, bookkeeping, arithmetic and mechanical drawing. Classes are in session three nights a week.



DR. W. F. DOUGHTY,  
State Superintendent of Public Instruction,  
Austin, Tex.





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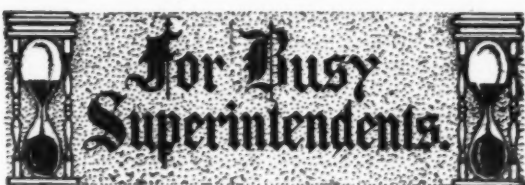


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### MEDICAL INSPECTION.

#### The Experience of a Small Town.

In 1910, the school authorities of Jeannette, Pa., enlisted the help of physicians and dentists of the town to give their services for a thorough inspection of the school children. The physicians were impressed that eventually they would not only be doing an exceedingly gracious thing, but that they would be rendering a signal service to the community. A room was fitted up at small cost with every instrument necessary for thorough medical and dental examinations.

It was a comparatively easy matter to persuade the community that the inspection would be a great thing for the children. The patrons of the schools were given to understand that the examinations would not be compulsory, that the medical and surgical treatment of illnesses and physical defects would be only suggested and that clinical treatment would be given only when desired and then only to those who were unable to pay for the service.

The result was that practically all the children of the town came cheerfully and nearly 90 per cent were found in need of a physician or dentist. To each child in need of attention a card was given, with the advice that the family physician be consulted. Charts were also given to those whose teeth were defective. There were present at the examination each day one dentist and from five to eight physicians, and the examinations were not perfunctory but were thorough and complete in every particular.

The results of the first examination were marvelous and the three subsequent annual inspections have justified the highest expectations

of the school authorities.

The superintendent and the teachers have followed the work and have kept a record of the attention paid to the suggestions made by the physicians and dentists. It has been particularly satisfactory in that in nearly every case parents have been prompt in having the defects corrected. There has been a large decrease in all preventable diseases and a great many children who have had corrections made have become both better students and better children. Until there is a careful medical examination of the schools, no schoolman can know of the large number of pupils who are working under a tremendous handicap which prevents them from receiving the benefit of instruction which the schools offer.

The inspections have proven a blessing to the physicians of the community. They have become better practitioners by having seen so many children with defects and have become more alert for removing defects because they have been made to understand how physical handicaps act upon school work. They have been benefited by an increased and more satisfactory practice because the inspections have taught the people that it is better to pay a physician to keep their children well than to pay him to make them well.

This brief recital of the experience of Jeannette with medical inspection has been given in the hope that schoolmen might profit by the lesson which has been taught and may engage in this important phase of school work. It is the duty of every schoolman to have medical inspection introduced and the method used in Jeannette gives the small town an opportunity to have it without expense.

Theo. B. Shank, Superintendent.

#### As Viewed by the Superintendent.

"I'm paid \$2,500 per year," remarked the superintendent of a small city. "Recently I was offered \$3,500 to come to a larger community located in the East."

"Why didn't you accept the offer? It is every man's duty to himself and his family to better his condition and increase his earning power."

"The town is an old one and has a reputation for 'thrift'. The school board is political in character and is controlled by the politicians. The teachers are not all progressive and many are holding their 'jobs' through favor. The schoolhouses are old and the few new ones show the method employed in selecting the plans and in construction. I could succeed if I had a free hand to break up old traditions, revise the entire course of study and make a progressive school system. I don't feel that I should sacrifice several of the best years of my life and make enemies, probably making myself impossible in that town in five years."

"In other words, you consider success in a small town at \$2,500 better than turmoil and possible failure at \$3,500?"

"Yes, that's it."

### BUSY SUPERINTENDENTS.

Canton, O. Supt. J. K. Baxter and Principal Shelton of the Central high school have recently compiled data relating to the earnings of the high-school students during their leisure hours. The students work at everything and an interesting phase of the study is found in the fact that those who work before or after school are the ones who have the highest grades in school studies.

The investigation brings out the fact that 38 seniors earn \$100.50 per week, the highest wage being \$9.00 per week. Twenty-six sophomores earn \$64.35 per week, the highest wage being \$6 per week. Twenty-four juniors earn \$55 and 43 freshmen earn \$121.50. The highest wage of the latter is \$6.

An embarrassing handicap in the school funds of the city of Ashland, Ky., has been averted thru the foresight of the board of education and a vigorous campaign conducted by Supt. J. W. Bradner.

A recent decision of the Kentucky Court of Appeals gives cities of the fourth class a normal

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Invented for use in Y. M. C. A.'s, has been modified so as to be suitable for school purposes.

This system overcomes the necessity of an individual locker for each pupil using the gymnasium. It is necessary to provide only enough lockers for the largest class that will use the gymnasium at one time, and a small, inexpensive fibre box for each pupil, in which gymnasium suits, slippers, etc., are stored.

This system affords a considerable saving over the cost of installing an individual locker for each pupil; economizes in floor space and makes possible absolute control and supervision.

The most important feature, however, is the greater sanitation which this system makes possible. The school should, in a practical way, illustrate the necessity of sanitation by being itself a model of sanitation. This, however, is not true of the present system, which provides for the storage in a much too large locker of a soiled gymnasium suit which gives off obnoxious odors, and allows the student to wear an unclean germ-laden

suit just as long as it will hold together, sometimes two or three years without washing.

All of this is overcome in the Kansas City Locker System.

If you are building or contemplating a new building you should at least investigate the merits of this system. We will be glad to send you our interesting literature on this subject.

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**St. Louis, Mo.**

tax levy of 50 cents on each \$100 which must care not only for the ordinary running expenses of the schools but also for sinking funds for retiring school bonds. In Ashland this decision reduced the receipts for current school purposes to 37½ cents, the remaining 12½ cents being used for retiring a bond issue of \$75,000 voted several years ago.

One of the first acts of Supt. J. W. Bradner when he assumed office was to induce the board of education and the City Council to order an election for an additional levy of 15 cents. After a vigorous campaign by the superintendent this tax was ordered at the November election. The schools will therefore have more money than they have ever had before allowing an extension of several important undertakings.

New Orleans, La. A survey of the school system by an independent body of experts is being agitated.

That the transfer of instructors in the public schools is an educational matter, over which the superintendent alone should act, is the recent declaration of the Chicago school board in answering a request of a teacher that the board use its authority to reinstate her in her former position. The instructor had been transferred to a smaller school by the superintendent on the ground that she was not physically able to handle her class because of an additional quota of children who had been sent to the same temporarily.

The Executive Committee of the Central Minnesota Educational Association has selected Thursday, Friday and Saturday, March 12, 13 and 14, as the dates for the Annual Meeting to be held in St. Cloud. Supt. C. H. Barnes is president of the Association and Prof. I. T. Johnsrud, secretary.

Pittsburgh, Pa. A new system of school credits has been in operation in the industrial schools under the direction of F. H. Ball director of industrial training. The system seeks to avoid the loss of credit where pupils fail to complete the entire course. It provides for the awarding of credits for each branch which has been completed and shows exactly what each pupil is able to do. The certificates are an advance over the diploma in that they give in tangible form the

attainments of the students in the branches which have been completed. In cases of withdrawal the pupils are given credit for the progress made up to the time they left the institution.

The plan is advocated for general use in the public schools. Instead of granting diplomas for the completion of the eight-year course, pupils might be given unit credits for each subject, and at the end of three months a certificate showing their proficiency up to that time. By the use of this method, pupils who failed to complete the entire course would be given credit for what was actually accomplished. The same would be true in the high school.

Minneapolis, Minn. The six-and-six plan will be continued in the Prescott and Pillsbury schools the present year without any change. The plan was opposed by the parents of the children in attendance.



MRS. CORNELIA HULST,  
Grand Rapids, Mich.

Springfield, Ill. Following charges made by former superintendent J. H. Collins, in his final annual report, that deplorable abuses have existed, the school board has discontinued its time-scarred custom of selecting textbooks without reference to the wishes of the superintendent and teachers. In the future, a referendum vote of the teachers and principals will be taken and the recommendation of the superintendent will be required.

Preparatory to introducing the six-year plan for the high school, the school board at Walla Walla, Wash., has purchased a site for an addition to the building.

E. B. Berquist, formerly superintendent of schools at Zumbrota, Minn., has been elected county superintendent for Goodhue county.

Farnsworth G. Marshall, of Augusta, Me., has been chosen superintendent of schools at Malden, Mass., to succeed C. H. Dempsey, resigned.

Miss Edith A. Lathrop of Clay Center, formerly county superintendent of Clay County, has been appointed inspector of the country schools for the state of Nebraska. Miss Lathrop was formerly president of the Nebraska State Teachers' Association and is a member of the Commission engaged in the revision of the school code of the state.

## Heads Teachers' Association.

The Michigan State Teachers' Association, at its recent convention in Grand Rapids, elected as president, Mrs. Cornelia Hulst, head of the department of English of the Central high school, Grand Rapids. Mrs. Hulst is the first woman to be so honored by the organization in its sixty-one years of existence.

Mrs. Hulst is one of the most widely known and popular teachers of English in Michigan. She is a charter member of the National Council of English teachers and has been a member of the executive board of the organization since its formation. In 1912 she was elected a vice-president of the National Education Association.

As an author, Mrs. Hulst has gained fame by two historical works. The first on St. John of Cappadocia, was published in London in 1909. The second is entitled "Indian Sketches" and treats of Pere Marquette and of the last chiefs of the Pottawatome Tribes of Michigan.



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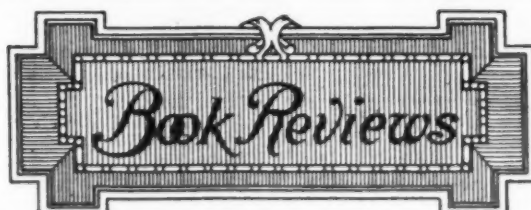
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**Sight Reading in Latin.**

By Hiram H. Bice. 159 pages. Price, \$0.50. Ginn & Company, Boston.

Thirty exercises in easy Latin come before those from material taken from Caesar's "Civil War" and "Gallic War," books III to VII inclusive. Each exercise is complete in itself. It is implied that pupils should know the meaning of the words in Lodge's list. Preceding each exercise are: (1) a list of references to four grammars; (2) a brief list of words, a basis for drill in inflection; (3) a rule relating to the arrangement of words in the Latin sentence, illustrated in the passage.

The suggestions for reading at sight are admirable. First, read each sentence slowly and thoughtfully one or more times, to decide, when each word is reached, what its form is or may be. If the drill in inflection has been what it should have been, much may be settled, quite independently of the meaning of the words. Next, read the sentence, putting the attention strongly upon the relation of the words to one another. Last, put the sentence into English. The mind must be trained to read and interpret a Latin sentence in the order in which it is written. A good method for the study of Latin; a good method for the successful study of any foreign language.

**The Pupils' Arithmetic.**

(Book Five.) By James C. Byrnes, Julia Richman and John S. Roberts. 258 pages. Price, \$0.40. The Macmillan Company, New York, N. Y.

**The Pupils' Arithmetic.**

(Book Six.) By James C. Byrnes, Julia Richman and John S. Roberts. 432 pages. Price, \$0.50. The Macmillan Company, New York, N. Y.

The contents of these books express the ideas of two district superintendents of schools and a member of the board of examiners, department of education in New York. The authors have had unusual opportunities for making observations and comparisons and then drawing conclusions.

Some salient features are: number of graded exercises for oral and written work; conditions in problems are those of everyday life; use of business short cuts in obtaining results; introduction of algebraic symbols and the equation in the solution of problems; frequent use of helpful figures and diagrams; up-to-date business forms.

It would occur to some that a reason as well as a rule should be given for dividing one fraction by another fraction and that the drill under the metric system is not extended.

**For the Story Teller.**

By Carolyn S. Bailey. 261 pages. Published by Milton Bradley Co., Springfield, Mass.

A primary teacher was telling a story to a group of women. She did not seem to be repeating a story from memory, she did not seem to be telling a story to these women, she was just telling a story. Artist as she was, she illustrated more than our basic principle laid down by the author of "For the Story Teller." Her first short sentence caught the attention. Incidents were so arranged that all listened involuntarily because they wished to know what came next. Choice English made the entire effect delightful.

But the author of this book goes beyond mere details. She takes the high ground that children may be educated by stories that fit their needs. It is the duty and the joy of the worker to find or to make over stories that will be helpful. She must keep in mind the age, condition, nationality of the children that the familiar features in the story may make them at ease with the unfamiliar features.

An incident shows how story-telling may help in verbal expression. A little Italian of five listened well, talked with his eyes, but for days, weeks, even months his lips remained closed. One day the children asked for the quaint old folk-tale, "The Teeny Tiny Lady." They had formed the habit of joining when familiar phrases occurred. At the end the little Italian

began, with dancing eyes, in clear, pure English, "Once upon a time there was a lady who lived in a house in a village." With a little help he almost re-told the story. The many repetitions had given him a start. Ever after he talked. Older children may have their vocabulary enriched thru the phrasing of the beautifully written story. As many good stories are entirely too long for use in the schoolroom, the suggestions on making over a story are timely. It may be adapted, abridged, but its identity must not be destroyed. In the case of a master storyteller, utmost care should be taken to keep the form and marvelous English of the author.

An important suggestion from an educational standpoint is that of arranging stories having the same theme, but a contrasting treatment in groups. The first story is to catch the attention; the second, to provoke thought, may run in different lines; the third may be for relaxation. A permanent impression should result. Several pages of such programs follow. Lists of single stories are given at the end of each chapter. But of all, eighteen complete stories vitalize abstract principles.

The author writes, "Psychologists have given us studies of child mind, not of child minds." She has studied children and out of her love and wisdom has written a working textbook on the art of story telling.

**Our Domestic Birds.**

By John Henry Robinson. 8vo, cloth, 309 pages. Price, \$1.35. Ginn & Company, Boston, New York.

Various causes have created a general interest in aviculture. Here are two. In nature study it has been found that domesticated animals are superior to wild animals for studying the phenomena of physical life. Then mature men and women have learned that a little sound instruction in this subject in youth would have saved them from costly mistakes. So a demand has come from country schools, from city schools, and from all types of schools and conditions of life between. The answer takes the form of this elementary reading course and a secondary book of a more technical character.

Some general considerations fill the opening



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chapters. The definition of a bird may cause surprise, but its soundness cannot be disputed. Readers may ask why they have never thought of feathers as "the most highly developed form of protective covering in animals." The origin of the different species of fowls is clearly handled. For obvious reasons large space is given to the subject of fowls. Ancient drawings show that the ordinary unimproved stock in many parts of the world today is not unlike the stock of remote times. In modern times widely different types—the meat type, the egg type, the general purpose type—have been developed in Europe. The perfecting of these types has been the work of fanciers in Holland, Belgium, England, and America. The pictures of different breeds of fowls are simply fascinating. They have been obtained from the United States Department of Agriculture and from experts in points from Vermont to California. One lingers over the beautiful wood-cuts of unfamiliar breeds; one lingers longer perhaps, over the wood-cuts of familiar breeds, as the Rhode Island Reds, the Plymouth Rocks. The qualities of different breeds; the kinds and quantity of food to be given; the rearing of chickens; the size, shape, situation, ventilation of hen-houses are discussed practically and at length.

As ducks rank next to fowls in economic importance, the appearance of the improved varieties, their habits and needs, the management of large and small duck farms receive detailed mention. The same general plan is followed in writing of the domesticated goose—imported from the Old World—and the turkey—a native of North America.

Two reasons justify the chapter on pigeons. They are the only species of aerial bird kept in domestication to provide food for man. They are also the only useful bird able to maintain themselves and increase in numbers in populous districts without the care of man. Like canaries, they belong to towns and towns have their direct and indirect claims in this subject. The wood-cuts of pigeon houses, of large and small squab plants are attractive and instructive. A proportionate attention has been bestowed upon swans, ostriches, and other less important domesticated birds.

Good ways of preparing and distributing market products, the value of exhibitions—particularly small exhibitions—to the inexperienced brings this timely and valuable book to a close.

#### Live Language Lessons.

Books I and II. By Howard Driggs. 359 pages. The University Publishing Co., Chicago.

The two volumes of "Live Language Lessons" appear to be eminently practical. There is so much that is commendable that it is difficult to select any special point of excellence for illustration. The lessons are presented to develop in pupils ability to speak and to write effectively. Should these two books be used in the classroom, it is quite possible that wonderful results would be achieved, especially if the teacher were one in love with her work. The subjects for composition are as varied as they are excellent.

#### The Kindergarten.

By Susan Blow, Patty Hill and Elizabeth Harrison. 304 pages. Price, \$1.25, net. Houghton Mifflin Co., Boston, Mass.

Three reports to the International Kindergarten Union, by three experts in this branch of education, contain the best that can be offered in the discussion of the theory and practice of the kindergarten today. The three reports by Miss Blow, Miss Hill and Miss Harrison were written in co-operation and in full consultation with the Committee of Nineteen, appointed by the International Union. They may be considered the last word in kindergarten theory. There is a preface by Lucy Wheelock, chairman of the editing committee, and an introduction by Annie Laws, chairman of the Committee of Nineteen. Thus this work is perhaps the most luminous yet published on the science of kindergarten.

#### Holy Land and Holy Writ.

By Rev. J. T. Durward. 779 pages. Price, \$4, postage paid. The Pilgrim Publishing Co., Baraboo, Wis.

This is probably one of the books of the year. It is a book of travel and more than a book of travel, for it is a bible reading among the scenes of bible land. It is also a commentary illustrated from the customs of the people and the geography of the localities described. It may also be

regarded as a guide book and a description of Palestine of today. The author thruout the book is clever in description and in narration—some of his word paintings are of extraordinary beauty. The Christian imagination, from earliest childhood, turns to the land of the holy places. Especially is the writer eloquent when at the Holy Sepulchre, the struggle for the possession of which has had so much to do with the making of the history of Christendom. The volume is splendidly illustrated and worthy of a place in every library.

#### Plane Geometry.

By Walter B. Ford and Charles Ammerman. 213 pages. Price, \$0.80. The Macmillan Co., New York, N. Y.

This much heralded geometry is worthy of its advance notices, and will arouse much attention. It is quite new and fresh. A little more emphasis might perhaps have been placed on purely geometric problems and exercises, instead of putting the practical and commercial applications so much to the front. However, the reviewer for one, is going to try this book out in his next geometry class. Even if not used as a text, the teacher will get from it a fair idea of how the recent committee-recommendation looks when reduced to practice.

#### Simple Pictorial Illustration.

By F. H. Brown and Herbert A. Rankin. 178 pages. Price, \$1.35, net. Isaac Pitman & Sons, New York.

Many teachers are at a loss how to produce colored pictures and drawings on blackboards in classrooms. Some, of course, have absolutely no drawing ability. The majority, however, have some knowledge of form and color. This Brown-Rankin book on "Simple Pictorial Illustrations" will be a godsend to these. There is much that can be admired in the book, both for the simplicity of the instruction, the many practical hints given, and the abundance of models in colors and in black and white.

#### Lucita.

A child's story of Old Mexico. By Ruth Gaines. 127 pages. Price, \$0.50. Rand, McNally & Co., Chicago, Ill.

Lucita is a pretty little book for small chil-



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dren, containing many interesting inserts and several full-page, highly-colored illustrations. The little volume, intended evidently for young people, will interest the grownups, as it seems to have caught the spirit of Old Mexico, with all its wonderful romance.

### Pestalozzi's Educational Writings.

By J. A. Green, University of Sheffield, England. 328 pages. Price, \$1.25, net. Longmans, Green & Co., London, Eng.

"Many German thinkers hold that the educational system of their country fails because it takes insufficient account of personality and of the duty of social service; they are turning to Pestalozzi for aid in attaining these ideals," says the general preface to these writings. It is thought that the editor, in this volume, has made a representative selection of the great Swiss educator's writings. The book must be read with an open mind and it appeals chiefly to the student of pedagogics.

### Stories of Old Greece and Rome.

By Emilie Kip Baker. 382 pages. Price, \$1.50. The Macmillan Co., New York.

This volume of "Stories of Old Greece and Rome" is a positive delight. Emilie Kip Baker has accomplished a literary feat. The way the stories are edited is charming, and the selection of the mythological tales is all that one would expect. To the busy businessman who, perhaps long ago, has forgotten his Latin and Greek, these stories will be reminders of days that are gone. To the classical student, they will be invaluable, and they should be read and known by everyone who lays claim to cultural refinement. Reading these tales, with a liberal use of the appendix, should give a comprehensive knowledge of Greek and Roman mythology, even to those who have not received a classical education. To those who have been thus fortunate, these stories will be as old friends.

### The Life of Thomas Jefferson.

By Edward S. Ellis. 180 pages. Price, \$0.75. Laird & Lee, Chicago.

The biographical sketch is but one of several papers, each having some bearing upon the life of that great American, Thomas Jefferson. This plan has given variety at the expense of unity.

### Globes and Maps.

By Leon O. Wiswell. Cloth, 12mo, 64 pages. Rand, McNally & Co., Chicago.

A series of elementary lessons in the use of globes and maps—just the information and the directions which are not found in the geography textbooks—comprise this handy manual. Any supervisor, of rural and village schools, who has seen the uncounted globes and maps on which the dust is rarely disturbed by use, will appreciate the need of this book. The definitions are brief and exact; the descriptions comprehensive and clear; the outline more than ample for any discriminating teacher.

### History of England.

By Allen C. Thomas. 650 pages. Price, \$1.50. D. C. Heath & Co., Boston.

Considerable attention is paid in this English history to the human element. The rise of the common people from villenage to a share, and final control, in representative government is traced with clearness and force. The main facts of English history, from the earliest period down to 1911, make the volume comprehensive. There are several appendices dealing with European history which are a valuable addition to the work and fairly meet the recommendations of the American Historical Association. The book appears to be written in a correctly historical spirit.

### Types of the Short Story.

By Benjamin Heydrick. Cloth, 305 pages. Price, \$0.30. Scott, Foresman & Co., Chicago, Ill.

The short story is perhaps of greater appeal today to the great mass of people than any other form of literature. And still it is given scant consideration as a literary form in our schools and colleges.

The present book seeks to fill a lack that has been long apparent. It presents an extremely brief discussion of the leading kinds of short stories, a bibliography and a plan for study. Then it adds pre-eminent examples of thirteen types of stories, each followed by a brief editorial note on the mechanics of the type as illustrated in the example. Of special value are the lists of short stories recommended for study.

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### Business Letters No. 7.

By Benn Pitman and Jerome B. Howard. Paper, 25 cents. Phonographic Institute Co., Cincinnati, O.

This pamphlet contains 59 letters taken from actual business correspondents and reproduced in the amanuensis style of phonography. The letters deal with a variety of interests—denatured alcohol, shipbuilding, contracting, meat packing, boxmaking, grain and feed and law office correspondence. The book is gotten up in the best style of the Phonographic Institute and includes a key and facsimile typewriting.

### A Business Spelling Book.

By D. D. Mayne. 120 pages. Price, \$0.30. Longmans, Green & Co., New York.

This is not a small dictionary, but a spelling book of 4,000 words often misspelled. Business men have mainly furnished the words which the editor has happily arranged in groups with some helpful notes and abbreviations.

### Francis W. Parker School Year Book.

197 pages. Price, \$0.35. Published annually by the Faculty of the Francis W. Parker School, Chicago.

This school was founded in 1901. Its teachers brought from the Cook County Normal School the thought that a morning exercise was exercise that was essential to the well-being of a school. As the years passed, and as the school grew larger, it was feared these exercises were becoming formal. To check this tendency, a committee of pupils and teachers was formed. It receives applications before time from any person, pupil or teacher, who wishes to give an exercise. So far, applications are ahead of dates.

Exercises given in 1912-13 appear on these pages. One group shows types of preparation. This lets the reader behind the curtain. Another group is reported verbatim. Still another group consists of exercises designed for special days. The marked feature is not the variety of subjects tho that is great; it is not the excellence of each and every exercise tho that is of a high character; it is the natural, informal way in which facts and thoughts are expressed.





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**THE NEW STANDARD DICTIONARY.**  
One volume, 2916 pages. Full sheep, indexed, \$12;  
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York.

The modern dictionary has two main reasons for existence. It is primarily an educator in the home, the office, the shop and the school; it is further a tool for the writer and the reader; and, finally, it is a treasure storehouse of the language and a record of the progress of the sciences and arts, in fact of the entire body of human knowledge. Viewed from any of these three aspects, the purchaser of a comprehensive dictionary may reasonably demand completeness, accuracy and the latest, freshest information; on the mechanical side he may ask that perfection which the science of the lexicographer, the illustrator, the printer and the binder can afford.

The new Standard Dictionary certainly leaves little to be desired in view of any of the above requirements. Compared with the original volume of 1894, the book is a revelation of completeness, painstaking accuracy and absolute fidelity to the principle that the function of a dictionary is to record the best usage in language.

From the standpoint of the schoolman who will judge the book for its usefulness in the classroom, the study hall and the college library, some points are noteworthy. The first edition of the "Standard" adopted what was known as the scientific alphabet, a system of indicating pronunciation devised by a group of language experts after many years of labor and experiment. While this system was considered more accurate and simpler than the old diacritical markings, the fact that it was not incorporated in the textbooks of the country made the work far less useful in higher educational institutions and of practically no value in the grade schools. The new edition has not disregarded the scientific alphabet, but has added a second form of indicating pronunciation which accords with the textbook system and which in many respects resembles the systems used in older dictionaries. Certainly this feature will make the book far more usable, particularly to children and to men and women who have become familiar with textbook markings and who use them more readily than the more logical, scientific markings.

In vocabulary, the book contains some 450,000 terms, an increase of more than a hundred thousand over its predecessors. The additional words have been inserted from the most recent developments in science, industry, explorations, and from foreign languages caused by the closer relations which English now has to these languages.

The schoolman will perhaps find in the presentation of definitions that the "Standard" is a most usable book. Instead of giving obsolete meanings first, and then preserving the historical continuity of definitions, the book places the common, everyday usage first and reverses the order. The definitions are usually made in a plain, definitive statement, followed by an illustrative phrase or sentence. This makes the book far more interesting even though occasionally the statements are too full for the use of the average reader or the young child.

The vocabulary order has been carried out through, eliminating all supplementary lists and special compilations which have become such advertising features in the lesser unscientific lexicons. While this arrangement may perhaps have added rather unnecessarily a large number of semi-obsolete terms and unusual proper names in the main body, the immediate accessibility of words seems to have been increased. For school use this seems to be especially valuable in that it places at the command of the student in alphabetical order in the one vocabulary, the necessary data about geographical and biographical names, important historical events, characters in mythology and fiction. For the immature child, as well as the impatient, busy grownup, this appears to be a saver of time and patience.

Quite interesting as a feature of the dictionary are the word-finding lists, appended to each important subject. Here are placed important sub-names from which may be traced particular words used in connection with each subject. For instance, under the heading fruits, will be found a list of the various kinds, apples, peaches, etc.; or, under fowls, the various species with their distinguishing characteristics.

Under the head of grammar and faulty diction, two subjects with which the schoolman must always wrestle, a wealth of material has been

incorporated in connection with words frequently misused or misspelled.

The publishers claim for the book that it contains 50,000 words more than any other single-volume dictionary and that they have included only living words, rejecting some 63,000 dead, obscene and vulgar expressions not recognized as a part of the living English language. This completeness of the book impresses, what every page demonstrates, that the editors have departed from the old idea of the unabridged dictionary as a book of words, a reference work of the English language as a language. They have really produced an encyclopedia, or if you will, an encyclopedic dictionary, and this places the work in quite a different class from such a book as Webster's International. Both have their distinct uses and their especial values.

No one can examine the new "Standard" critically without being impressed with its marvelous richness, its accuracy and the minute completeness with which all the shades and values of word meanings are presented. It is a concrete evidence of the wealth of the English language, a triumph of American and English scholarship and a demonstration of American publishing enterprise.

### Reorganization of Rural Schools.

A complete change in the rural school organization of the state of Kansas is being considered by the Resolution Committee of the state teachers' association. It is planned that the unit of school organization and administration be found in the county and that the former method of having several districts independently organized be abolished.

The aim is to obtain the assistance of the rich communities in bearing the burdens of the poor districts, the distribution of corporation taxes and the more effective administration of county affairs. With the plan in operation it is believed that consolidation will be made easier and a more economical school system will result.

It is also planned to have departments of agriculture in every school in the state, to have each school standardized and an examiner appointed to work under the state board of education.



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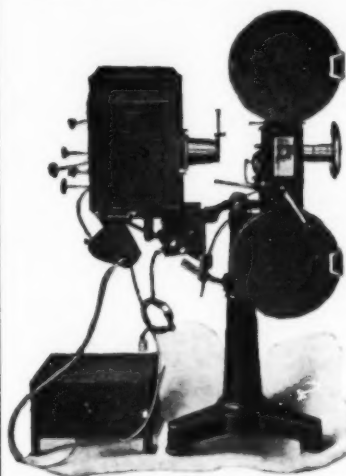
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## School Room Hygiene

### MEDICAL INSPECTION NOTES.

Batavia, N. Y. In compliance with the New York law requiring a medical inspection of school children, blanks were recently distributed to the pupils asking for data on their health. If parents are not able to have the examination made by the family physicians a waiver may be signed and the examinations made at the expense of the board and by physicians designated by that body.

The Oregon state board of health has introduced medical inspection in the rural schools with the appointment of a school nurse. In addition to inspections of the children, the nurse will investigate the sanitary conditions of the school buildings.

Bridgeport, Conn. Out of 1,397 pupils examined in the public schools, 1,015 have been found defective in some particular and six children have been excluded from school attendance.

Houston, Tex. Following a systematic examination of the children in three districts, eleven children have been excluded from school attendance. At one school about 32 children were found with physical defects which needed correction. The most serious of these were hypertrophied tonsils, eye troubles and adenoids. In the case of non-contagious defects the pupils are allowed to attend classes and any treatment which they may take is left to the parents. Examinations are free and are conducted by the director of hygiene.

Saratoga Springs, N. Y. In compliance with the New York state law, the school board has appointed a medical inspector for the schools. The inspector will vaccinate the pupils and will examine janitors and teachers for evidences of disease. School buildings will be inspected to discover whether they are in a sanitary condition.

Gary, Ind. A physician has been appointed for the schools at a salary of \$2,100 per year.

Virginia, Minn. By a vote of five to one, the school board approved the school-doctor plan. A local physician has been appointed at a salary of \$125 per month, and a deputy at \$100 per month will be selected later as assistant.

Iola, Kans. A practical system of medical inspection providing for five groups of inspectors of three physicians each has been put into operation. Each group will work two or three hours, one day each week, according to a schedule compiled by the superintendent of schools. Cards are to be provided upon which the inspectors will make notations concerning the health of the children. These cards are later to be turned over to the superintendent and the school board who are then at liberty to take such action as they deem best in carrying out the recommendations.

North Tonawanda, N. Y. Medical inspection has been begun with the appointment of a physician at a salary of \$400 per year.

Youngstown, O. An amendment of the school board's rules provide for the appointment of a chief medical inspector, four assistant inspectors, a specialist on eye, ear, nose and throat diseases and a clerk of the department of medical inspection.

The board has also appointed four dentists to conduct examinations of children's teeth. Each of the four dentists will receive \$10 per day for a period not to exceed ten days each year.

Ansonia, Conn. The offer of local physicians to conduct medical inspections of school children has been accepted by the school board. The physicians will take charge of all cases of suspected contagious disease which are referred to them. Children will be given a certificate of freedom from disease following their complete recovery and inspection by the school physicians.

Minneapolis, Minn. That the supply of prospectives for positions on the medical inspection staff is inadequate is evidenced from the fact

that at a recent examination held for physicians, only two presented themselves at the school offices. At the time of the introduction of the idea there was great rivalry among the physicians for these positions and it appears that future vacancies will be difficult to fill.

Lincoln, Neb. Medical inspections of school children looking toward the detection of apparent physical defects and contagious diseases, have been begun by the school physicians. Parents of children who are found to be in need of medical or surgical treatment are asked to consult the family physician.

Gulfport, Miss. Medical inspection has been introduced in the schools.

LeRoy, N. Y. A physician has been appointed to conduct examinations of school children. The compensation has been fixed at twenty-five cents per pupil.

### Duties of School Nurse.

Elgin, Ill. New rules governing the duties of the school nurse have recently been outlined by the health committee of the school board. The rules read:

"The supervising nurse under the supervision of the superintendent of schools shall give her time to visiting the various schools in the city and the homes of the pupils where it is thought her services will be welcome and where it will enhance the welfare of the pupils.

"Recommendations may be made by the supervising nurse to pupils and parents to secure professional advice or aid for the welfare of such pupils. Such recommendations shall be general in character and parents and pupils shall not be asked to consult particular individuals engaged in professional work.

"When serious conditions exist regarding contagious diseases the superintendent of schools shall make a special report to the committee on health and sanitation in order that the committee may take such action as they may deem advisable for the welfare of the public schools."

### Open-Air Schools.

Boston, Mass. The director of school hygiene has been authorized to begin the establishment of open-air classes on private or public grounds. Two assistants will be provided.

Minneapolis, Minn. The success of the open-air idea as tried in the schools during the past



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few years is believed by Dr. C. H. Keene to be sufficient reason for a demand for a dozen or more open-window rooms the present year. In addition to the open-window rooms, it is proposed to establish a special fresh-air school in the Peabody building in South Minneapolis.

Washington, D. C. Open-air schools for white and colored children who are suffering from communicable tuberculosis are to be established in the Marine Hospital and the old Mott school building. The use of the former building has been granted by the Navy Department upon the condition that the school authorities assume the expense of maintenance. The health department has begun an investigation to determine the number of pupils in need of the treatment and Congress will be asked to provide an emergency appropriation.

Toledo, O. A second open-air school has been opened with eleven pupils in attendance. It is expected that additional pupils will be enrolled increasing the number to 22, the maximum number to be accommodated. The pupils are housed in a new, one-story, portable building with a large schoolroom, dining-room, kitchen, pantry and toilet rooms.

Worcester, Mass. An open-air school for sickly and anaemic children has been opened with an attendance of twenty children.

### Dental Hygiene.

Batavia, N. Y. The school board has accepted the offer of the local dentists to fit up and maintain a free dental clinic for the treatment of the teeth of school children. The dentists will each contribute a portion of their time to the work of the clinic.

Evansville, Ind. A free dental clinic will be opened under the direction of the local dentists' association.

Cleveland, O. The offer of the National Mouth Hygiene Association, thru Dr. W. G. Ebersole, offering free dental treatment for school children has been accepted by the school board. Four dental clinics are to be established by January 1st of next year. Toothbrushes will be given free to the children and teeth will be cared for not only after they have become decayed but constant attention will also be given to prevent

destruction. Dr. E. A. Peterson, school medical inspector, will supervise the inspections.

Mobile, Ala. Dental inspections have been introduced under the direction of a chief inspector and three assistants. It is planned to give illustrated lectures on the care of the teeth in the near future.

Saginaw, Mich. A free dental clinic has been opened in the Germania school under the direction of several dentists of the city.

Youngstown, O. The board of education has provided for the inspection of the teeth of school children by the appointment of four dental inspectors and two nurses. The former will be paid \$10 a day for a period not exceeding ten days.

Troy, Ala. Dental inspection has been introduced in the public schools. The board of education has equipped a room and citizens have furnished a dental operating chair and an instrument cabinet. The local dentists conduct the examinations without charge.

### SCHOOL HYGIENE AND SANITATION.

Chicago, Ill. Toothbrush drills, except when conducted under the most careful precautions, are condemned in a recent bulletin of the city board of health. An investigation of an epidemic of diphtheria resulted in the discovery that a single toothbrush hanging with many others in a school had infected practically every brush there. The health department suggests that all brushes used in this manner be carefully disinfected after use.

Cincinnati, O. Supt. R. J. Condon has recently begun a survey of the city for the purpose of ascertaining the number of children deprived of an education because of their physical condition. It is the opinion of Supt. Condon that many children are unable to attend school because of such disabilities as blindness, deafness, feeble-mindedness, etc., or because of a chronic ailment. For these it is proposed to organize special classes to suit the particular defects and to provide special instructors for the supervision of the classes.

That chronic or acute disease of the tonsils is serious and dangerous to the future mental and physical development of school children has been recently pointed out in a bulletin of the

Georgia state board of health. Parents of children who suffer from such diseases are urged to have them examined and provide the proper treatment. It is the contention of the health authorities that children who have diseased tonsils are retarded and consequently are backward in school and lacking in physical health.

The attention of the public is called to the contagious nature of tonsillitis. It is urged that those suffering from acute attacks be isolated from well persons and that precautions be taken to prevent an epidemic. The board further urges that chronic cases be operated on to prevent further trouble.

Boston, Mass. The school board has authorized the director of school hygiene to devise a plan whereby the carriage and posture of students in the high school may be improved.

Renewed efforts are to be made to guard Boston school children from the ravages of tuberculosis. To this end a joint committee made up of the members of the school committee, the board of health and the trustees of the consumptives' hospital has been formed for the purpose of devising a suitable method of stamping out the disease in the schools. It has been suggested that all children be divided into three groups, namely those who have demonstrable tuberculosis, those who are inclined to have the disease and normal children who might become infected. For the first hospital treatment is urged, for the second fresh-air treatment and for the last named a careful system of inspection by medical inspectors.

Philadelphia, Pa. A special class for crippled boys and girls has been opened experimentally in the Birney school. The pupils are conveyed to the school building each morning in a coach and are returned to their homes in the afternoon by the same means. The school is equipped with a kitchen and cook, and meals suited especially to their needs are served at noon. Couches are supplied upon which the children may recline during the rest periods and desks permitting free movements are used for the study periods. The pupils include children suffering from non-contagious tuberculosis of the hips or spine. The cost of the instruction is estimated at \$100 per year per pupil.



## LIVE LANGUAGE LESSONS

Language Books with a new spirit in them. They give the pupil a chance to express ideas and knowledge he actually has. The corrective work is based on the oral and written composition.

Dr. Wm. E. Chancellor says of them:

Here are two more language books, printed attractively and written in the modern spirit. The plan is new and as such well worth careful consideration by all school authorities. The originality consists in the complete subordination of form to content. The treatment deals with facts from beginning to end. The very titles in the table of contents reveal the spirit of the books; among these titles are "Fun in the Country," "Autumn Gifts," "Home Helpers." It is altogether likely that boys and girls would enjoy such books as these. There is but little grammar, though more rhetoric. There is no more either of grammar or of rhetoric than elementary school children can easily acquire by this method. The books contain much eminently practical teaching, as, for example, news writing, school newspaper editing, accounts of home-experiences. No school should adopt new books in English without giving this series a thorough examination. We have been looking long for this innovation. The literary selections are of high standard and essentially interesting.

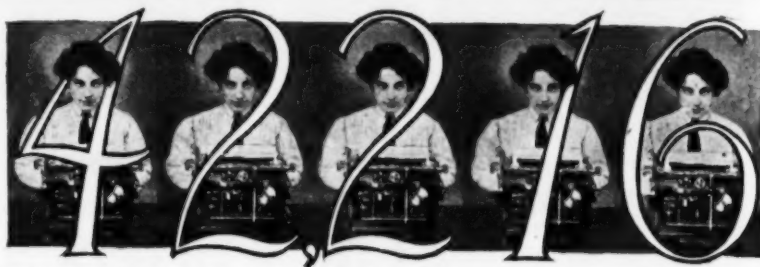
Dr. A. E. Winship says:

A very happy title to exceedingly interesting language lessons. From time to time in both the Journal of Education and the American Primary Teacher, we have used language work that we have seen in the training school of the State University of Utah and we more than half suspect that our early appreciation of the work of Howard R. Driggs and our enthusiasm over it helped not a little to the completion of the work and the presentation of it in book form. The first real live language lessons the editor of the Journal of Education and of the Primary Teacher saw in actual school life was in the classes inspired and supervised by Mr. Driggs, and though he has seen much live language work since, his ardent appreciation of Mr. Driggs' genius and mastery has never abated, so that this two-book series of "Live Language Lessons" is exceptionally attractive. We can but think that the "touch and go" spirit, the "live life" of every suggestion, the varied and vital themes upon which the children write in prose and verse and the illustrations from real life by which essential facts and forms required for correct usage and easy expression may be taught, will appeal to others as they do to us.

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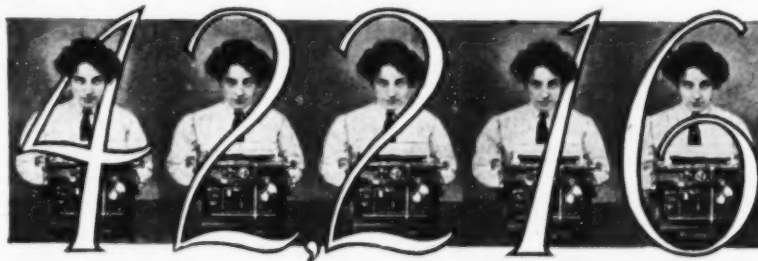
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### NEW ORLEANS SALARY TROUBLES.

Finding that a reduction of salaries of a large number of teachers in the New Orleans schools had caused a storm of protest from the teachers, even to rumors of a strike, and severe adverse criticism throughout the city, the New Orleans Board of Education has restored the operation of the old rules governing salaries and will not attempt to put the new rules into operation until next August.

In the August number of the School Board Journal appeared a plan that had been adopted by the New Orleans Board for grading and paying teachers. This new rule provided for a rating of teachers to be made by a committee to be composed of the superintendent and assistant superintendents, the ratings to be fixed in May. The rules also provided that the adjustment of salaries be made in August. The new rules blotted out a provision of the old rules that teachers of the seventh and eighth grades should receive \$5 per month extra, and that \$5 extra per month be paid for departmental teachers; also a number of teachers had not been promoted from the probation class to the lowest Class C and this all operated as a reduction of salaries. The rules also affected teachers in the high schools. In all, 110 teachers were reduced and many more failed to receive extra compensation which they had expected.

The Associate Teachers' League, composed of elementary teachers, met in mass meeting and protested. The Co-operative Clubs of the city protested and two of the newspapers strongly supported the teachers.

The school board met and decided to revert to the old rules and pay the teachers as they had been paid under the rules of the old board. It was then discovered that the board had prematurely increased the salaries of 180 teachers \$5 per month in allowing them credit for time of service that had not yet been reached. So the board decided to reduce these prematurely advanced salaries. The teachers were accordingly paid all that they would have received under the old rules and the board decided not to put the new rules into effect until next August.

Then arose another difficulty. During the past year departmental teaching had been taught in

only four schools. This year it is being taught in the sixth, seventh and eighth grades of practically all the schools. Under the old rules departmental teaching called for \$5 per month extra. The board held another special meeting and allowed the \$5 additional to all departmental teachers.

In January will come another problem. Under the old rules teachers' pay increases \$5 per month with certain years of service. In other words experience calls for more pay. Under this rule the salaries will have to be rated again and some 800 teachers will be due an increase. The board lacks funds and just how it will face the problem remains to be seen.

But the objection to the new rules as the concerned salaries was not the only objection. The

teachers are meeting and protesting against new measures which they declare increases their work and causes confusion. The board heeded their protest to the extent of making some slight modifications but the teachers are still protesting.

### TENNESSEE'S NEW SCHOOL HEAD.

The Tennessee school system has a new head in the person of Dr. Samuel H. Thompson who assumed the office of superintendent of public instruction on Oct. 24th succeeding J. W. Brister, resigned.

Dr. Thompson is one of the strong schoolmen of Tennessee whose activities have been largely among the higher institutions of the state. He is a native of Greene County and only 37 years of age. His professional education was received at Valparaiso University. Since 1911 he has been superintendent of the public schools at Athens, Tenn.

In an interview given out upon the day he was inducted into office, Dr. Thompson said that he would emphasize, in his administration, the enforcement of the recent compulsory education law, the standardization of the minimum requirements for teachers, the extension of high-school facilities and the growth of normal education. Above all, he declared, attention would be directed by him to the country schools and the mountain, where after all the great problem is.

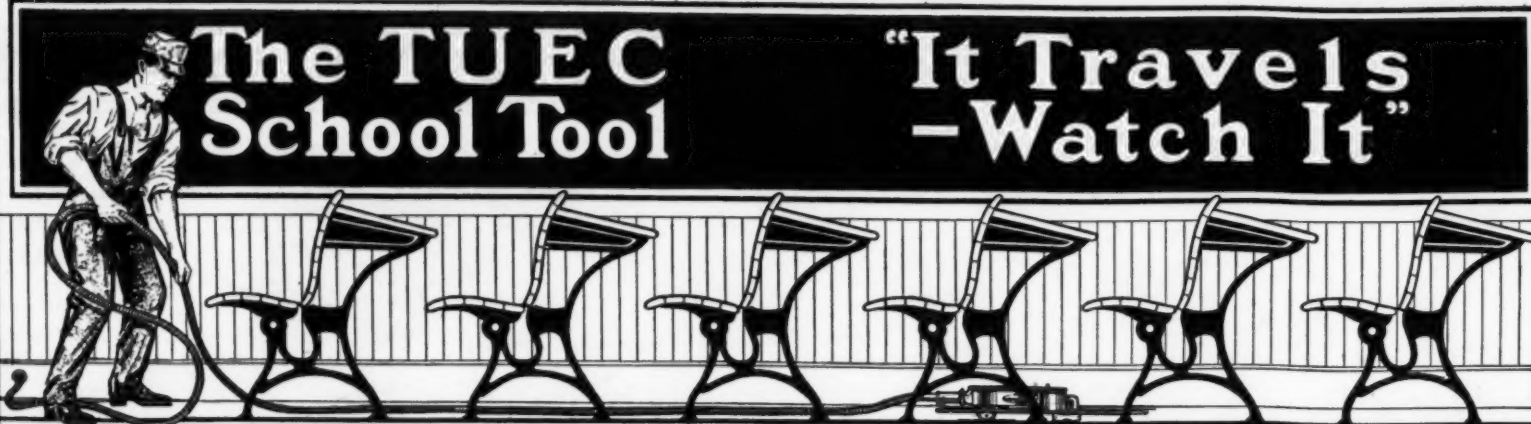
### MR. KEELER APPOINTED.

One of the gratifying promotions for "good service" which has been recently made is the appointment of Mr. Fred L. Keeler as state superintendent of public instruction for Michigan. In the face of possible political criticism Governor W. N. Ferris advanced Mr. Keeler from deputy to superintendent last month when L. L. Wright resigned to accept the presidency of the Michigan School for the Deaf, at Flint.

Mr. Keeler was appointed deputy superintendent in July, 1908. He is 41 years of age and was born in Washtenaw County. His entire life, since leaving the University of Michigan where he was graduated in 1893, has been spent in educational work, except for a year when he was engaged in post-graduate work at the University.



DR. SAMUEL H. THOMPSON,  
Nashville, Tenn.  
State Superintendent of Public Instruction for  
Tennessee.



## Epidemics are Paralyzing---

school activities in all sections of the country. Typhoid, scarlet fever, diphtheria and the mumps are excluding thousands of pupils from school every day.

Space will not permit further discussion of the subject. Only one question must be answered and every school board member should answer it.

### What Part Does Dust Play

in the spread of disease in classrooms? What have bacteriologists proven to be the condition of dust in the average schoolroom? What is the solution?

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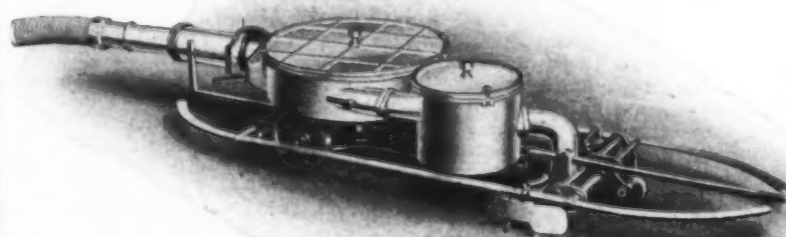
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## The Editor's Mail

### PIRATING TEACHERS.

To the Editor:

I would like to see discussed in your School Board Journal the matter of ethics involved in a superintendent of schools trying to persuade a teacher in another system of schools to break her contract to teach in a certain school for a given time. There are such men and it seems to me that for the protection of those in charge in small systems there should be a sentiment created that will effectually debar a superintendent from "pirating" in those systems. I have suffered from this sort of thing somewhat tho my teachers have generally been square. When a teacher gets a good offer from another place I always feel that I should do all I can to help her to accept the better offer, but I do not think the teacher should be persuaded that it is my duty to let her go and I certainly object to having to think that a superintendent will take a teacher from me whether I will or not if she has signed a contract to teach for me for the year.

H. O. CLOUGH.

Deep River, Conn., Oct. 7, 1913.

### ARCHITECTURAL COMPETITION.

To the Editor:

I was very much pleased in seeing your article "Architectural Competitions" in your last issue of the "School Board Journal." This movement which has been inaugurated by the architects of Portland, Ore., is, of course, on the same lines which the American Institute of Architects has been working on for some years, and it occurs to me that as your Journal has such a large circulation in the school world, that you would be doing infinite good to both school boards and architects by publishing a little more on this subject, particularly in calling attention to the fact that the architects of Portland are merely following the lines which the majority of the best professional architects in the country are attempting to follow.

For the last ten years we have made it a point

not to enter into the kind of competitions referred to in your article, and we know of a large number of other architects who have done the same, and it is only by everlastingly sticking to it and by such publicity as your paper can give it that public school boards can be brought to see things in their proper light.

I trust that you will pardon me for making the above suggestions to you, but I feel sure that if you do carry them out, you will have the appreciation and thanks of the large majority of practicing architects.

D. FRED CHARLTON.

Marquette, Mich., Nov. 6, 1913.

### RULES AND REGULATIONS.

Minneapolis, Minn. A new rule of the school board requires that applications for the public use of school buildings shall be signed by the superintendent of schools, the principal of the building, and three members of the district in which the building is located. A careful investigation will be made preceding the consent of the principal and reports will be made of all misconduct at such meetings.

Indianapolis, Ind. In compliance with the Indiana law prohibiting children less than sixteen years of age from operating dangerous machinery, the school authorities have ruled that no more machinery be purchased and that teachers alone shall use the planers, band saws and shapers in the school shops.

Supt. F. B. Dyer of Boston proposes to stop rowdiness on street cars by a rule requiring the suspension of all pupils against whom complaints are registered. The principals have made a report which cited that complaints had been made of the conduct of some of the high-school students which has passed the bounds of pranks and become decidedly of a coarse nature.

Pender, Neb. The school board has passed an order giving the superintendent authority to refuse admission to the schools to children who are suspected of having a contagious disease. Before being readmitted such children are required to present a certificate from a physician that they are free from infection.

Winchester, Mass. The school committee has passed a rule which prohibits teachers from ac-

cepting presents from schools, classes or individual pupils. Teachers are not permitted to give or distribute rewards to pupils. Parents have been especially requested not to make gifts to the teachers.

Chicago, Ill. The school board has amended its rules on absences so that teachers may be excused not oftener than three times yearly to attend to religious duties. No such absence may exceed two days. The amount of the substitute's wage will be deducted in all cases.

Lincoln, Neb. The board has revised its rules so as to require fire drills weekly during the first four or five weeks of the school year and monthly thereafter.

### SEX HYGIENE IN SCHOOLS.

There are some kinds of knowledge that become poisonous when administered by the wrong hands, and sex hygiene is among them.

It is hard to believe that this new mischief can be advocated by any one with a practical, as opposed to a theoretical knowledge of children, or by any one who is aware of the school-class consciousness that always tends to descend to the level of its lower units. A proper sex hygiene cannot be taught as arithmetic or geography are taught. It does not consist in the imparting of facts. It cannot be written down in books, or even talked about in a formal and definite way. Sex hygiene is a matter more of moral than of intellectual consciousness. It comes only from the ceaseless vigilance of parents, from the constant inculcation of self-restraint, and from those wise "words in season" that can never find a place in a school curriculum. No one who can look back upon his own boyhood days and so imagine the effect of a class lesson on sex hygiene, could fail to look upon an experiment of this kind with consternation. If any educational effort of this sort is to be made—and it ought to be made and it is being made—it should not be directed toward the children, but toward the parents. That parents are gravely remiss is true enough, but this is an evil that cannot be remedied by adding a new subject to the school curriculum. Sex hygiene can properly be taught only by parents and guardians. In the hands of others it is a virulent poison. It is far better that it should be untaught than taught wrongly—Argonaut.

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**OUTSIDE CREDIT ALLOWED.**

The board of education of Eureka City, Kans., has adopted a system of giving credit in the high school for work done outside. The plan which was evolved by Supt. S. L. Soper makes the following conditions:

At least one hour daily must be spent on the outside work. More time than this may be devoted to the work but one hour is the minimum time. If the outside work is done during vacation an accurate statement of the time must be certified to by some responsible person.

The outside work must be of such a character as shall meet definite requirements regarding quantity and quality. Some preparation for the work is assumed and measurable results must be secured.

In case the outside work is a duplication of work offered in the high school, only one-half the credit given in the high school shall be allowed for such work. The dignity and worth of the work offered in the school must be maintained.

Credit for outside work in subjects that are offered in the high-school course shall be given on the general principle that such work is in addition to the work done in the high school. The system is for the distinct purpose of encouraging pupils to continue the work of the school in their activity outside of the school.

Such outside work shall count for not more than two credits on electives in a high-school course of sixteen units. Counting the outside work the total of credits must be at least sixteen for the entire high-school course.

The high-school faculty acting under the authority of the board of education shall determine the amount of credit to be allowed for all outside work.

List of subjects in which credit may be secured:

Violin, piano, voice in connection with the work in music offered in the high school.

Stenography and typewriting in connection with the work offered in the high-school commercial course.

Carpentry and cabinetmaking in connection with the work offered in manual training.

Cooking and serving in connection with the work offered in domestic science.

Feeding tests and demonstration plots in con-

nection with the work in high-school agriculture.

Debating and reporting in connection with the work offered in the high-school English course.

**NEBRASKA SCHOOL BOARDS.**

President E. Holovtchiner of the Omaha board of education, in the principal address of the school board section of the Nebraska Teachers' Association, advocated vocational schools. The meeting was held November 5 in Omaha.

Dr. Holovtchiner declared manual training as at present taught not capable of meeting the needs of the children. He recited facts gathered on his recent trip East to support his contention for vocational training in the grade schools and for a technical high school.

"In Omaha, now," he said, "only 40 per cent of our grade pupils enter the high school. If we had a technical high school many of the 60 per cent now lost would continue to study. I believe such a school would enroll 1,000 pupils within two years."

T. C. Grimes, of Custer County, and Dr. O. T. Corson, editor of the Ohio Educational Monthly, were other speakers.

The board of education section elected the following officers: President, H. P. Shumway of Wakefield; vice president, E. C. Yost of Brock; secretary, Mrs. J. H. Melville of Sterling.

**INDIVIDUAL HELP IN FRANKLIN, MASS.**

With the opening of the schools in September, the school committee of Franklin, Mass., at the suggestion of Supt. J. H. Carfrey, employed two teachers to devote their entire time to helping individual pupils. This action was taken on the theory that in every school system there are certain groups of backward pupils.

The chief causes of backwardness are: 1. unavoidable absence, 2. frequent change of schools, 3. dullness owing to late physical and mental development, 4. timidity and nervousness, and 5. mental deficiency. In Franklin children whose backwardness is caused by the first four troubles are assisted by the special teachers. At present one of the instructors works among the schools in the first four grades and the other in grades five to eight. The buildings visited include only those consisting of two or more rooms.

While the plan is not ideal because of insufficient attention to any one building, yet enough time may be given so that many urgent cases

can be handled to make it worth while and to make it possible for the pupils to do the work of the grade, which would otherwise not be possible. Not only can the slow or backward pupil be assisted to gain a year, but the child who by reason of over-age, lack of ability or poor health has lagged behind. It is expected that the plan will be extended into the high school and an increased number of teachers provided if the work is successful.

The plan will serve to determine whether the present course of study is meeting the needs of the pupils. Not every pupil can find himself in the prevailing plan of elementary school instruction and sooner or later the elementary course must be so arranged that every pupil at the beginning of the seventh grade, or at the age limit of 13, shall be able to pursue the kind of work which will serve to make him useful to himself and to the community as a wage earner.

**Growth of Arkansas High Schools.**

During the past two years the growth of the high schools of Arkansas has been unparalleled in the history of the state, according to State High School Inspector B. W. Torreyson.

The high school statistics, prepared in the State Department of Public Instruction, show an increase in enrollment of pupils in high schools of 74.5 per cent for the past two years, the enrollment for 1912-13 being 11,704. The high schools have been thoroly standardized and 81 new high schools added.

"State aid," said Mr. Torreyson, "has caused most of the growth in our high schools. The state high schools are required to give free tuition to all pupils of the county prepared to enter high school. This provision has greatly strengthened the rural schools and has fixed a definite standard for common school graduates. During the first two years of state aid, 3,400 rural pupils have taken advantage of the free tuition. Free tuition is also given teachers, of whom 2,700 enrolled in state high schools during the school years of 1911-12 and 1912-13. During this same period agriculture was taught to 4,100 high-school pupils. The third year of state aid is just beginning and the initial reports from the state high schools show that the increase for this year will greatly exceed that for the previous years."



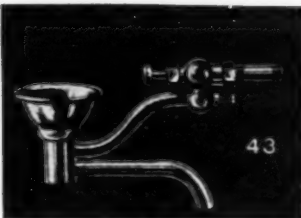
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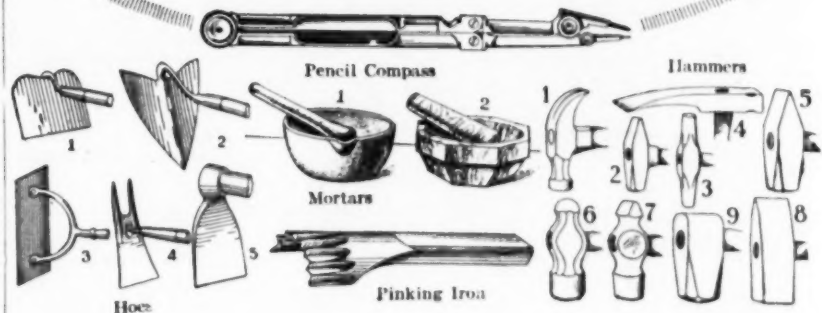
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## OUT OF THE DAY'S WORK

### A NEW HEALTH CARD.

Since the opening of the school year in September, 1913, the Boston schools have used a new form of physical examination record card by which the work of the physicians and the routine of recording has been greatly reduced.

The card is arranged for the full twelve years of elementary and high school and space has been left for three possible repetitions of grades. The record is kept in duplicate, one copy in the school and one in the central office of the Division of Child Hygiene of the Health Department.

In using the cards the physicians follow a set of instructions outlined by Dr. W. J. Gallivan, chief of the division. These require in part:

In the space reserved for the name of the pupil, place the surname first—thus, "Smith, John."

Signify defects by making an "X" sign in the spaces reserved for such record. If the pupil is without defect, leave the space blank.

It is of the utmost importance to give the name of the school attended by the pupil last year in the space provided for such information. Please write plainly.

For the purpose of securing a more uniform basis of diagnosis, the following suggestions of conditions necessary to warrant making a diagnosis under the various headings are appended:

**Dental Deficiency.**—History of the case from the classroom teacher is important, Binet test.

**Defective Nasal Breathing—Anterior.**—No instrumentation allowed. Raising the tip of the nose will widen the Alvea and by inspection the common defects can be detected. Chief causes of Defective Anterior nasal breathing are Hypertrophied Turbinates, Deviated Septum, Spurs, and Polypi.

**Posterior.**—Only instrumentation allowed is the use of a wooden tongue depressor—a separate one for each pupil. Adenoids will cause the Velum to stand away from the Posterior Pharyn-

geal Wall and the pressure of this growth behind the Velum prevents the reflexes of this region which are normally present upon depressing the tongue.

**Hypertrophied Tonsils.**—The normal distance between tonsils is about 1½ inches. Any appreciable encroachment on this space by enlarged tonsils will warrant the diagnosis of Hypertrophied Tonsils.

**Defective Teeth—Primary.**—Dental Caries is the only defect to be noted under this classification. Missing Primary Teeth will not be recorded as a defect.

**Secondary.**—Dental Caries, Malocclusion and Missing Teeth are the common defects. Teeth properly filled will not be recorded as defective.

**Defective Palate.**—Cleft Palate, Bifurcated Uvula, Double Uvula and an abnormally Elongated Uvula are the only defects to be considered.

**Cervical Glands.**—Glands of the neck, easily palpable, will be recorded under this heading.

**Pulmonary Disease—Tuberculous.**—A stethoscope must be used. Diagnosis must be made without recourse to Sputum examination, X-Ray Examination or Tuberculin Tests.

**Non-Tuberculous.**—Important to differentiate from Tuberculous Type.

**Cardiac Disease—Organic.**—Stethoscope must be used. History of previous illness is an important factor. The location of the Apex beat and the size of the heart are important points. Murmurs alone do not mean Organic Heart Disease.

**Functional.**—Important to differentiate from Organic Heart Disease.

**Nervous Disease—Organic.**—The diagnosis of Organic Nervous Disease will be made in all cases of Paralysis, such as Post-Diphtheritic Paralysis, and the Paralysis resulting from Acute Anterior Poliomyelitis. Epilepsy will be recorded under Organic Nervous Disease.

**Functional.**—Functional Nervous Disease will

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DIVISION OF CHILD HYGIENE	
MEDICAL INSPECTION OF SCHOOLS	
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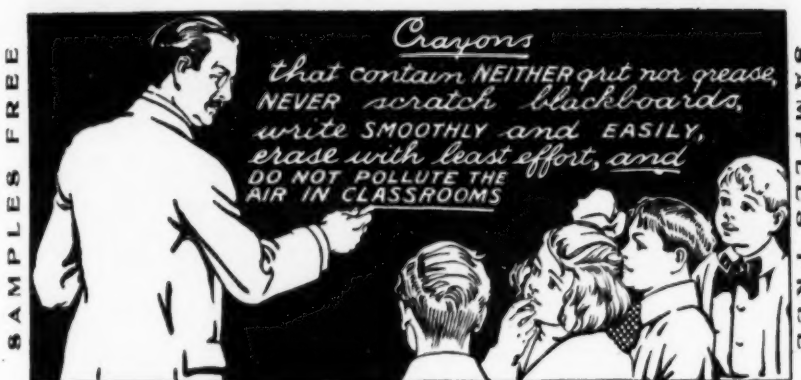
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I				
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REMARKS:

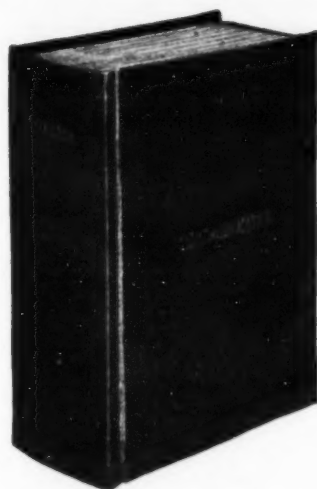
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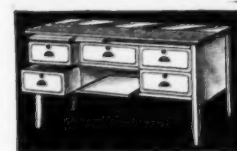
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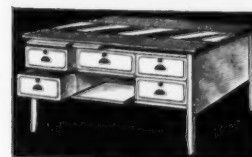
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cover those cases which are due to temperament and do not present any Pathological Lesions.

**Chorea.**—Has been considered of enough importance to be placed as a separate defect; a history of the case from the classroom teacher will be a help in diagnosing mild cases.

**Orthopedic Defects—Tuberculous.**—The most common forms are Tuberculosis of the Spine (Pott's Disease); Knee (Tumor Albus); Hip; Tarsal; Carpal; Phalangeal; Shoulder; Elbow; and Sacro-Iliac Joints.

**Non-Tuberculous.**—Under this classification, record as defective cases of Arthritis, Flat Foot, Club Foot, Lateral Curvature, Round Shoulders and similar deformities due to faulty attitudes.

**Skin.**—Only the Dermatoses are to be considered in recording Skin defects. The reportable Communicable Exanthemata will not be recorded under this classification. Do not record Pediculosis as a skin defect. Abrasions and Contusions do not come under this heading. The more usual types of skin disease seen in children are Favus, Tinea, Eczema, Seborrhoea, Impetigo, Acne, Herpes and Scabies.

**Rickets.**—In children of school age, only the resulting bone deformities are found. Epiphyseal enlargements, the Rosary, Pigeon Breast, Knock Knee and Bow Legs are types of Rachitic Deformity.

**Malnutrition.**—Children suffering from poor nutrition are undersized, underweight and anaemic. Improper food, as well as insufficient food, are important factors.

### Part-Time Classes.

How to conduct three classes in two rooms giving each standard five-hour sessions is a problem which has been solved in an interesting manner in the Highland Park school at Cranston, R. I. The three classes are Miss T., grades 8B, and 7A, 36 pupils; Miss S., grades 7A, and 6B, 42 pupils; Miss M., grades 6A, and 6B, 41 pupils.

Miss S. opens her class at 8 o'clock and continues until 10:15. After a recess she resumes at 10:30 until 11:30 when a lunch recess of 15 minutes occurs. At 11:45 she begins her last period and closes at 1:30.

Miss T. also begins at 8 o'clock and continues until 10:15. She then has a long intermission and

meets her class again at 1:15, dismissing them at 4 o'clock. A recess occurs between 2:30 and 2:45.

Miss M. opens in Miss T.'s room at 10:15 and teaches until 11:30 when lunch recess is called. She continues in the same room from 11:45 until one o'clock when a second recess of 30 minutes is allowed her and the class. At 1:30 she begins in Miss S.'s room which closes at 4 o'clock.

### School Visits of Teachers.

Jackson, Mich. Teachers may henceforth make arrangements for visiting other schools of the same grade, not only in the city of Jackson, but also in other cities. Such outside visits offer opportunities in various ways for the teachers to increase their usefulness to the schools, and are, therefore, to be encouraged. They provide effective means of bringing in new methods and devices; of strengthening the work of the weaker teachers; of revivifying the work of all teachers even the best. Visiting teachers get new ideals, new points of view and a change of scene that is itself beneficial. They return to their work not only instructed but often also encouraged with their own achievements. To secure these desirable results, however, the visiting must be done intelligently and conscientiously. In Jackson, visiting days will be provided for on the basis of the following plan:

A. Half-day visits of kindergarten and lower grade teachers to other schools in the city will be arranged by the kindergarten, primary and grammar grade supervisors respectively, as the needs of the teachers and schools seem to indicate.

B. Full-day visits out of the city may be arranged for by teachers explaining their plans to the appropriate supervisor (the principal, in the case of the high-school teachers), who in turn will bring them to the attention of the superintendent at least three days before such a visit is to be made. If the place and time for making the visit are approved, the teacher will be so notified. The place should be a city with schools at least equal in rank to those of Jackson; the time should not be near the beginning or end of a term or semester, nor the day before or after a vacation in the schools visited. On returning

the teacher should share the benefits derived from the visit by making such informal reports as might be called for by the supervisor or superintendent regarding features of the visit or of the work observed and any devices or methods of instruction or discipline discovered that might be helpful to other teachers or in other schools of Jackson.

### TEACHERS' SALARIES.

Providence, R. I. A new salary schedule, adding \$40,000 to the salary appropriation, has been adopted by the school committee. The salaries are as follows:

Assistant teachers in grammar and primary schools, first year of service, \$550; second year, \$600; third year, \$650; fourth year, \$700; fifth year, \$750; for the sixth and subsequent years they are allowed the maximum salary for the position.

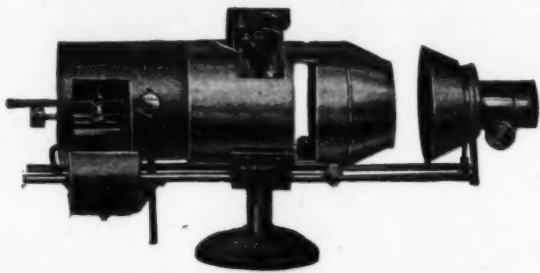
The maximum salary for the teachers of grades one to six, inclusive, \$800; for teachers of the seventh grades, \$825; for teachers of the eighth grades, exclusive of first assistants, \$925. The maximum salary for not more than one teacher of the eighth grades of grammar schools is fixed at \$1,000.

Butte, Mont. The salaries of teachers in the suburban districts have been raised \$10 per month bringing the amount to a sum equal to the salaries of instructors in the eighth grades. The increase was made upon the supposition that teachers would be more attracted to the hardships of country teaching and that they would feel that the positions they occupied were as desirable as those in the city. It was provided that any schools affected which did not have eighth grades could add the grade by petition.

San Antonio, Tex. A general revision of the salary schedule for all teachers, heads of departments and principals of schools has been made. Grade teachers have been divided into four classes, excellent, very good, fair and untitled teachers. For the first a raise of \$3 per month is provided; for the second a raise of \$2 and for the others \$1. On the same basis, but at a higher rate of increase, the principals are given a raise.



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both in Elementary and High Schools should be indirect, soft and mellow. Therefore "Melo-Glo" fixtures are best. Remember most schools are judged and visited by taxpayers at night only.

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### PROGRESS OF COMMON DRINKING CUP LEGISLATION.

The following table has been compiled in response to a number of requests for information on the progress of the movement for the abolition of the insanitary common drinking cup. It is complete up to November 15, 1913.

State	Prohibited	Law	Rule of State Board of Health
Alabama	No	No	No
Arizona	No	No	No
Arkansas	Yes	No	Yes
California	Yes	No	Yes
Colorado	Yes	No	Yes
Connecticut	Yes	Yes	Yes
Delaware	Yes	*No	Yes
Florida	No	No	No
Georgia	Yes	No	Yes
Idaho	Yes	*No	Yes
Illinois	Yes	Yes	No
Indiana	Yes	Yes	Yes
Iowa	Yes	No	Yes
Kansas	Yes	Yes	No
Kentucky	Yes	Yes	No
Louisiana	Yes	*No	Yes
Maine	No	No	No
Maryland	Yes	Yes	No
Massachusetts	Yes	Yes	No
Michigan	Yes	No	Yes
Minnesota	Yes	Yes	No
Mississippi	Yes	No	Yes
Missouri	Yes	No	Yes
Montana	Yes	*No	Yes
Nebraska	No	†Law	No
Nevada	No	No	No
New Hampshire	Yes	*No	Yes
New Jersey	Yes	Yes	No
New Mexico	No	No	No
New York	No	No	†Rule
North Carolina	No	No	No
North Dakota	Yes	Yes	Yes
Ohio	Yes	*No	Yes
Oklahoma	Yes	*No	Yes
Oregon	Yes	*No	Yes
Pennsylvania	No	No	No
Rhode Island	No	No	No
South Carolina	No	No	No
South Dakota	Yes	*No	Yes
Tennessee	No	No	No
Texas	No	No	No
Utah	Yes	No	Yes
Vermont	Yes	*No	Yes
Virginia	Yes	*No	Yes
Washington	Yes	*No	Yes
West Virginia	Yes	Yes	No
Wisconsin	Yes	Yes	No
Wyoming	No information		

\*A rule of the board of health with the force of law.

†A law authorizes the board of health to prohibit. No action taken.

†No law, but sentiment against its use. Cups abolished in Greater New York, and also in many other cities and villages.

Number of states prohibited	33
Number not prohibited	14
Number prohibited by law	12
Number prohibited by rule	23
Number with no information	1

### AMONG BOOKMEN.

Edward Ravenbyrne, formerly with the Benziger Brothers, has taken charge of the Catholic school-book trade for D. Appleton & Company.

Mr. L. W. Peck has been engaged by Silver, Burdett & Company to work in northern California and Nevada, with headquarters at the San Francisco office.

Mr. Joseph T. Hazard has been added to the force of Silver, Burdett & Company, and has charge of southern California and Arizona, with headquarters at Los Angeles.

The oldest active representative in the metropolitan field, in point of service, is Mr. Samuel L. Walker of Ginn & Company. Mr. Walker has been in the school-book business 30 years and has covered the metropolitan territory 22 years.

Mr. Chas. P. Stanley, who formerly represented the Macmillans in Minnesota, has entered the employ of D. Appleton & Company. He covers the states of Wisconsin, Minnesota and the Dakotas.

Mr. B. O. Tankersley, who first represented the Chas. E. Merrill Company in Iowa, resigned on October first to take up the practice of law in Marshalltown, Ia. Mr. Tankersley is the junior member of the firm of Holt & Tankersley.

Mr. Geo. E. Clark, who has been with Silver, Burdett & Co., as general agent during the last five years, has resigned to go with D. C. Heath & Co. Mr. Clark has the Iowa agency and makes his headquarters at Des Moines.

Mr. D. W. Wright has been agent for the publications of the Educational Publishing Company twenty-six years.

Announcement is made that Mr. E. W. Fielder, lately General Manager of the Educational Department of D. Appleton & Co., has become associated with the Charles E. Merrill Company in an important capacity.

Mr. Fielder has had a wide acquaintance with

## School Telephone Systems

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CONNECTICUT

Each room may call the central station in the principal's office and may be connected with any other room.

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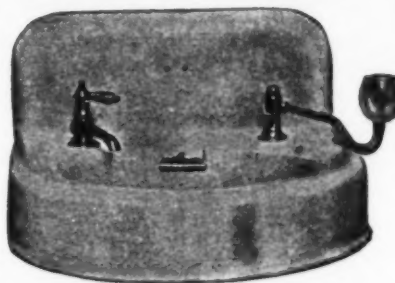
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### School Trade Notes

#### Enters School Field.

Kirkham-Mattson Co., formerly of Grand Haven, Mich., have just secured a large plant at Ovid, Mich., where Domestic Science Tables, Manual Training Benches and other forms of school specialties will be manufactured.

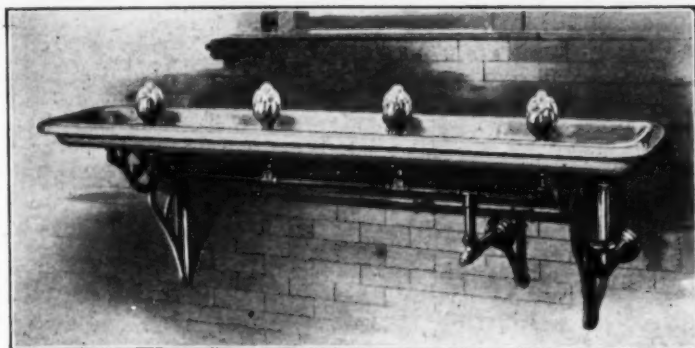
#### New Locker Cabinets.

The Durand Steel Locker Company has just issued a new catalog covering its various standard styles and sizes of school lockers. The noteworthy part about the catalog is the fact that all illustrations have been taken from actual photographs rather than wash-drawings, to give school people a more exact and truthful understanding of the goods manufactured by this company. Illustrations of actual installations add materially to the interest of the catalog. Copies may be obtained by addressing the Company at 1535 American Trust Bldg., Chicago, Ill.

#### Gasoline-Gas Stoves.

George M. Clark & Co., 179 N. Michigan Ave., Chicago, have issued a new catalog of stoves for gasoline-gas fuel. It includes a complete line of ranges and hot plates for general use. A special fixture for domestic-science and laboratory use and several heavy duty ranges especially adapted for household arts classes are illustrated.

## DURING THE CHRISTMAS HOLIDAYS



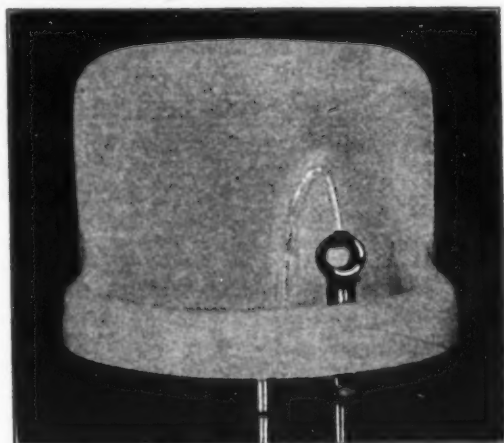
you can install one of these "BATTERY DRINKING FOUNTAINS" in your basements, washrooms, corridors or playrooms.

If you want a pedestal, wall or special type of fountain, write or wire us.

**Rundle-Spence Mfg. Co.**  
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## Mahoney Sanitary Drinking Fountains

SELF-REGULATING



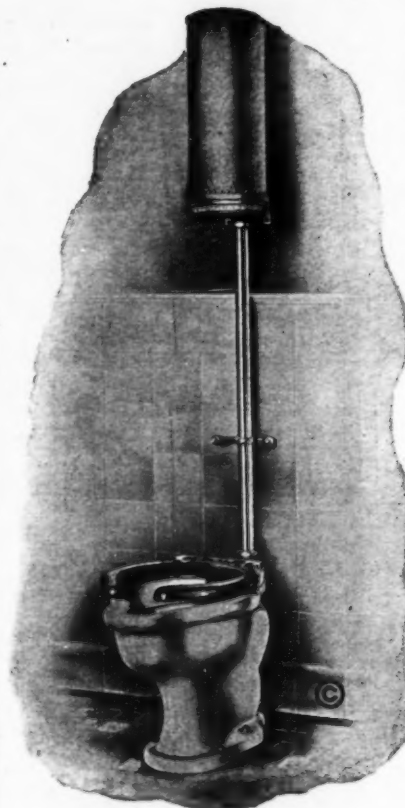
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More Mahoneys sold than of all other makes combined. Try one at our expense.

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**Clow Auto-Projector Closet**  
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Careless and mischievous children cannot make trouble with Clow Automatic closets. They are boy proof.

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They are thrifty about the use of water—admitting just enough to flush the bowl and no more.

### Save Money as Well as Trouble

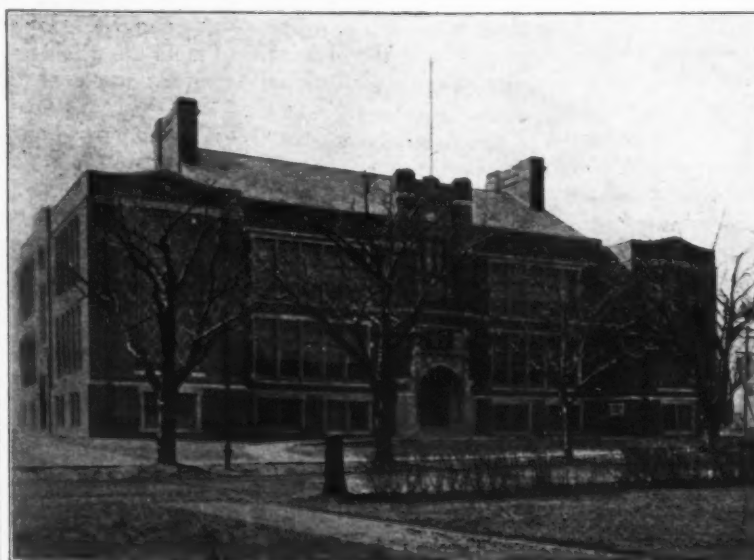
The importance of this economy in the use of water is demonstrated by the fact that actual test shows a saving of 50% in water taxes over the ordinary type of closet.

### AND HOW THEY LAST?

Clow closets are made of Adamantose ware. This means that they are strong as iron, cannot craze, and are non-absorbent and unstainable.

Equal care is devoted to the material and construction of the seats. They neither warp, crack nor split.

For schools, office buildings, and public institutions—for every building in which automatic closets are desirable—"The Clow Automatic" is the only closet that will give entire satisfaction. Whether your equipment is large or small, you cannot afford to be without Clow automatic closets—the only closets that are automatic—the closets that save you water taxes—that do not get out of order.



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- 2 Soft.
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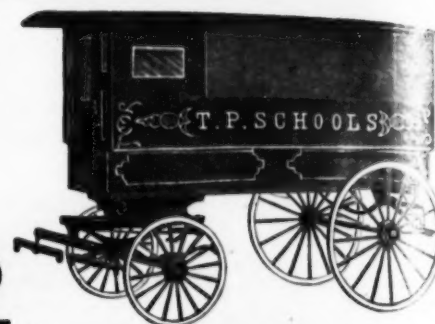
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We have concentrated on this business a third of a Century. We think we know what to put in and what to leave out of Pupil's Desks, Church and Assembly Seating, Book Cases, Tables, Recitation Seats, Artificial Blackboard and General School Equipment.

We say to you we can save you money on anything you wish to purchase in this line. Let us prove it.

Haney School Furniture Co., Grand Rapids, Michigan

### THE JUNIOR HIGH SCHOOL.

(Concluded from Page 11)

rather seeks to help in their individual development, the Junior High School endeavors to aid the school system in approaching the community ideal. Still if the school went no further, it would not be realizing its possibilities. The greatest power for service which the Junior High School has is thru the organization of its socializing activities.

#### Atmosphere of the School.

It is after all that intangible thing called "atmosphere" which distinguishes one school from another. In the Junior High School the "take-it-for-granted-of-course-you-will-go-to-high-school" air is the greatest factor in reaching that large group who drop out thru indifference or ignorance. On the playground, in the lunch room, in halls, on the way to and from school, they hear discussed the work of the various classes. To them high school is no longer a thing apart, "something to go to." It is a present fact—they are in it now. The whole school should be made as far as possible into a unit. That is why in Grand Rapids, at least, the courses mentioned above are not listed.

While a list of socializing activities would vary in detail with nearly every school, the principle underlying all of them is the same. A socializing activity may be defined as that experience which results in making the students realize their part in the school life.

On the playground the soccer teams of the boys and the basket ball teams of the girls are composed of pupils from every department. In the lunch room, groups are formed discussing everything from their lessons to the next school party, irrespective of grades. The assembly, the

chorus and orchestra, the girls' and boys' clubs bring all together on a common basis for a common purpose. They study every part of their English, they must study every part of their own building and are encouraged to give suggestions or criticisms. In other words, by a sort of invisible government, an attempt is made to mold the whole complex organization into one compact whole so that each student will feel, "This is my school." The value of this is well expressed by Irving King, "True social efficiency is shown in the art of acting with others toward a definite end, and thru school organizations are learned the value of co-operation and the essence of self-government."

To return again to the question as to whether the Junior High School may be called the next step in education, the answer can only be that that depends upon what the next step forward is taken to be. If, by that phase is meant the changing of the educational aims from the traditional, cultural standards, to broad, humanitarian ideals, then the Junior High School in so far as it does make the school conform to the community ideal, is the next step forward.

### WHAT IS THE BEST BASIS OF INCREASING THE SALARIES OF TEACHERS?

(Continued from Page 13)

2. Continued successful teaching each day of the year.
3. Continuous educational growth each year.
4. Taking up and prosecuting one new branch of study each year outside of school work.

#### Single and Double Increases.

Supt. Don C. Bliss, Montclair, N. J.—It has always seemed to me that the most satisfactory scheme is a definite schedule of salaries with the widest possible latitude in administering this

schedule. That is, any teacher whose work is not satisfactory should not be eligible for the increase, and any teacher whose work is conspicuous by its excellence should be granted double increase.

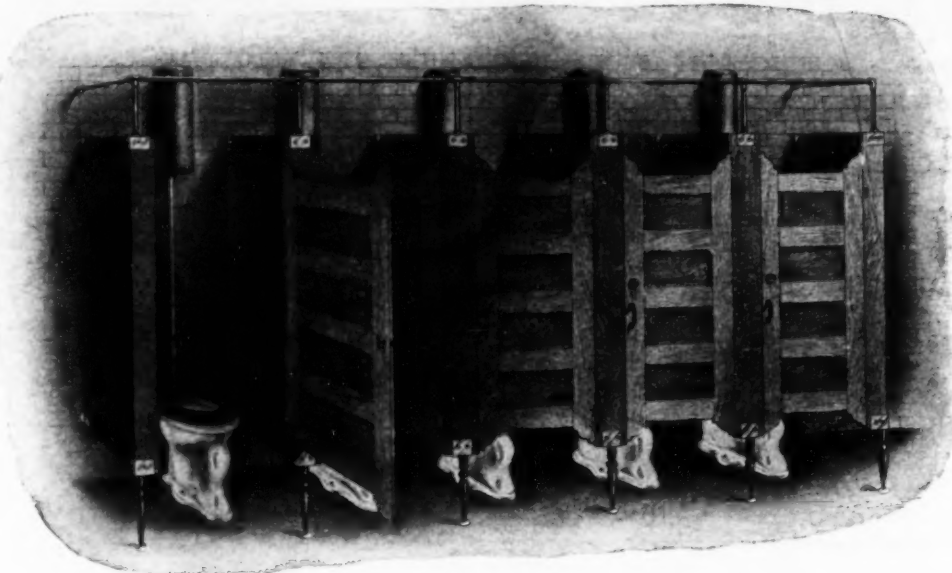
Dr. David Snedden, Massachusetts State Commissioner of Education.—The teachers of any given community should be divided into four or more classes,—the first for beginners and the others for teachers of more or less efficiency and experience. Each class should have a salary schedule. Each class, except the first, should be limited as to numbers that may be promoted into it. Promotion should be on merit only. Demotion should be as possible as promotion. With classes of teachers thus fixed and the numbers in each class, it becomes possible for the taxpayer to estimate the cost of any increase of salaries.

Dr. P. P. Claxton, United States Commissioner of Education.—The advance in salary should be made as nearly as possible on ability and success in teaching. I have never understood why the salaries of efficient and inefficient teachers alike should be increased merely because of length of service. The board of education should have an expert committee, including the superintendent and one or more principals, the business of which committee should be to submit at the end of each year a definite statement as to the comparative efficiency of the teachers in their service. On this basis the salaries should be readjusted each year. This plan would enable the board to obtain the services of good teachers, and would cause the resignation of inefficient teachers. It would also encourage teachers to do their very best work.

#### Tangible Opinions Needed.

Supt. H. S. Weet, Rochester.—In our grade schools the basis for salary increase is length of service while in our other schools it is quality of service primarily. Theoretically, it is diffi-

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St. Louis, Mo.

cult to find a defense for any basis other than the quality of teaching. Practically, however, such arrangement is apt to be very unsatisfactory. The difficulty as we know lies in our inability to get tangible standards that represent something more than the mere opinion of the inspectors. My own judgment is that until we know far more adequate standards of measurement and means of measurement than we now have the fixed schedule is the better basis.

*Department of Education, Niagara Falls, N. Y.*—Quotation from schedule: Teachers who have taught five years or over in the city schools, may receive an addition of \$50 to their annual salary, after successfully pursuing an approved course of study in the advanced or summer school. Three years after a teacher has received the first allowance they may attend summer school a second time and receive a second allowance of \$50 additional to their salary.

*Supt. Charles E. Gorton, Yonkers, N. Y.*—Extract from regulations: "All increases in salary under this schedule should be based on merit as far as can be determined. Such increases shall be recommended by the superintendent and if approved by the committee on teachers and instruction shall go into effect. The board of education may increase any salary above the schedule for conspicuous merit and efficiency."

*Supt. A. R. Brubacher, Schenectady, N. Y.*—The schedule for grade teachers runs from \$500 to \$850. Increases depend upon the rating given to teachers by principal and supervisors. In order to get the scheduled increase, this rating must be "M+," which we interpret as better than fair or medium. A teacher who receives merely "M"—fair or medium—continues at the old salary. A grade of "P"—poor—will mean that a teacher is either asked to resign or advised to resign. So far, no one has ignored our advice. On the other hand a teacher who is graded "E"—excellent—and has perhaps done specially difficult work for us, is recommended for a double increase.

## Some Conclusions.

1. While the expenditures of teachers for purposes connected with the present remarkable advancement in education have necessarily added to their burden, the increasing cost of living has also added 40 per cent to 50 per cent during the last dozen years to their expense for the necessities of life.

2. Unless a community is now paying its teachers 40 per cent to 50 per cent more than a dozen years ago, the general level of its salaries should at once be raised.

3. The desire to secure excellent teachers and retain them in service is likely to prove the best basis and the strongest motive for increasing the general level of prices.

4. The increase from minimum salary to maximum, if based on length of service alone, produces a deadening effect.

5. The tendency to take efficiency of service into consideration in raising salaries is rapidly growing throughout the state and nation.

6. Difficulty lies in the just rating of efficiency.

7. Schemes for the measurement of efficiency includes estimates of skill in instruction, promotional examination of teachers, and examination of pupils to test thoroughness of teaching.

8. Estimates of efficiency of service of grade teachers may be made by the principal and all the supervisory officers including the superintendent, separately, in a written report; and a record of these estimates may be kept in the office.

9. Perhaps the best basis for raising salaries, that has yet been evolved, then, would be, to provide an annual increase, which for good and sufficient reason, as shown by the office records of the estimates of teaching efficiency, may be withheld; or, in rare instances, doubled in the

discretion of the board of education but if early estimates of a given teacher's work begin to show that she is not up to the standard, every effort should be made to guide and develop her toward improvement in efficiency.

10. Some such combination method has the merit of dividing responsibility, correcting possible personal bias, and promoting faithful and sustained effort among the teaching force; and where it is used it is said to be regarded with favor.

11. Some such method would seem to be an improvement upon the ordinary custom, and to serve a useful purpose until a more scientific scheme can be developed and tried out.

## EFFICIENCY IN SUPERVISION.

(Concluded from Page 16)

must be able to shape the policy of the schools entrusted to his care; he must be a leader in every sense of the term.

The true superintendent will appreciate the trials, the difficulties and the hardships of his teachers; he will be more willing to encourage than to condemn; he will be more willing to lift up than to cast down; he will be willing to forgive the shortcomings of inexperience, and lead out into a broad, open field of successful experience.

Thus efficiency begets efficiency, and the solution of our problem lies within ourselves, and depends upon the mastery of our own souls, upon the purpose of our own lives.

Mr. Edwin G. Cooley, who was elected by the Loyal Order of Moose to head the Trade School about to be established by the Order near Aurora, Ill., has not accepted the position.

Oconto, Wis. R. Q. Klatz, of St. Croix Falls, has been elected superintendent of schools to succeed W. T. Anderson resigned.

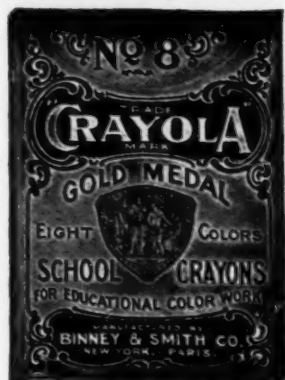


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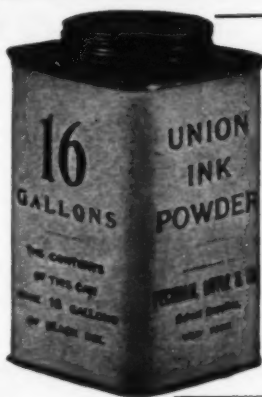
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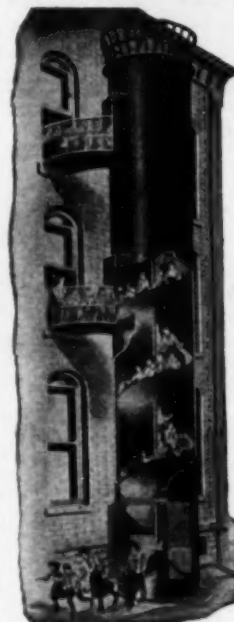
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are necessarily  
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falls, another  
stumbles over the  
fallen, and another,  
breaking  
limbs and crush-  
ing out lives in  
the mad rush  
from smoke and  
flame.

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Bender there is  
no stumbling, no  
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body slides to  
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### TEACHERS AND SCHOOL ADMINISTRA- TION.

At a recent session of the California legisla-  
ture a law was passed requiring that teachers  
who are married, must see that their wives, or  
husbands, sign the salary warrant, stating that  
they consent to the assignment and order. Whether  
teachers are or are not married, it will be  
absolutely necessary for them to fill out that  
portion of the warrant provided for them. Teachers  
must state whether they are single or mar-  
ried, whether under or over 21 years of age. The  
signature of the wife is necessary in order that  
the salary warrant may be cashed. It is sup-  
posed to protect the wives against their hus-  
bands using the salary warrants for gambling or  
other reckless uses. The effect of the new law  
will make the cashing of salary warrants much  
more difficult and tedious than before.

Houghton, Mich. A merit system of promotion  
has been adopted by the school board for the  
teaching corps. The plan takes into considera-  
tion three important points, namely: Daily Eng-  
lish in the classroom; growth in professional  
knowledge as revealed by promotional examina-  
tions; classroom efficiency.

Teachers are divided into three classes as the  
results of the examinations indicate. Class A,  
teachers with a rank between 90 and 100; Class  
B, teachers between 75 and 90; Class C, those  
below 75.

Teachers belonging to Class A or Class B must  
begin at a salary of \$600. Regular increases are  
allowed, if they keep up the standard, until \$640  
is reached. After one year they may receive the  
maximum of \$700 provided they have maintained  
the A grade.

Experienced teachers from the outside will be-  
gin at a salary not higher than \$650 and after  
one year of service they may obtain the final  
maximum provided they have attained A grade.  
Inexperienced teachers must begin at \$500. In-  
creases of \$50 per year are allowed until the  
maximum is reached.

Teachers rated as Grade C are dropped from  
the service.

Taunton, Mass. Acting upon the suggestion of  
the superintendent, the school board has passed

a rule that teachers who hold back pupils in the  
same grade for another year, shall furnish a  
written statement of the reasons for the non-  
promotion. It has been found that about ten  
per cent of the pupils failed of promotion last  
June and it is expected that the new plan will  
give the school authorities an insight into the  
causes and will enable them to remedy the same.  
It will also show how the different teachers com-  
pare on the standards for advancement.

Dubuque, Iowa. For the second time in three  
years the board of education of Dubuque has in-  
creased the salaries of its grade teachers; first,  
from a maximum of \$550 a year to \$600, and  
now from \$600 to \$650, and for seventh and  
eighth grade teachers to \$675. All women  
teachers in the high school have also received  
an increase of \$50 a year for next year and the  
general maximum has been raised.

### HIGH SCHOOL ADMINISTRATION.

Glendale, Cal. The high-school authorities  
have adopted a method to prevent the smoking  
of cigars among the boys. Voluntary signing  
of a pledge of abstinence is provided, but those  
who do not sign are not permitted to engage in  
athletic contests. The regulations of the board  
are as follows:

"No pupil of the Glendale Union high school  
who is known to indulge in the use of cigars  
or intoxicating liquor shall be allowed to repre-  
sent this school in any athletic contest; and re-  
solved, further, that it shall be with the utmost  
reluctance that any pupil who indulges in these  
habits shall be permitted to participate in any  
public function, literary or otherwise, under aus-  
pices of this school."

The student signs the following pledge: "I  
hereby certify that under the above resolution  
I am eligible to represent the school in athletic  
contests, for I do not smoke cigars nor drink  
intoxicating liquor."

This card is signed before every game and in  
addition the pupil must have a certain standing  
in his studies.

Wilmington, Mass. Town reports are being  
used by the students in the high school as an  
exercise in municipal government and in prepa-

ration for future duties of citizenship. The con-  
tents of the reports are analyzed to determine  
what factors add to the prosperity of the com-  
munity and what improvements might be made  
which would contribute to its advancement. The  
study has been introduced in place of ancient  
history.

During the past year special attention was given  
by the Massachusetts state board of education  
to the problems of the rural high schools. These  
high schools offer great opportunities for con-  
structive work on the part of the state board be-  
cause of the limited means of the local commu-  
nities for carrying out any of the extensive pro-  
grams for secondary education. As the need was  
evident for a means of reshaping ideals and  
methods in high-school education, the board set  
about to accomplish this end.

In many schools it was found that there was  
a multiplicity of subjects with the burden rest-  
ing on a few teachers. The situation resulted in  
superficial work and to remedy it the board set  
a standard for these schools and advisory  
courses were formulated with advisory programs  
suited to fit the needs of the students. They  
simplify the work by decreasing the number of  
subjects and bring the instruction up-to-date. It  
is regarded as a prerequisite to improvement in  
scholarship.

Oakland, Cal. A new course dealing with the  
care of the home has been introduced in the  
new manual training and commercial high  
school. A modern apartment will be built into  
one of the wings as a classroom for this subject  
and two girls will be in charge each week.  
Everything will be taught from dusting to the  
preparation and serving of luncheons and teas.

Pueblo, Colo. A plan has been considered by  
Supt. F. D. Slutz and the directors of the city  
commercial club by which students of the chem-  
istry classes in the high school may secure prac-  
tical training in this subject. It has been sug-  
gested that the manufacturing plants of the  
city send their material to the high school for  
chemical analyses under the direction of the in-  
structors. No charge would be made for the  
work and the practical experience would be of  
value to the students.

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The Paste Powder

Mix a little with cold water as needed and the usual 50% waste, due to spoiling or drying up of paste bought in the wet form

is saved. Besides—

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your pupils will want water all the same.

**The Murdock Bubble-Font**

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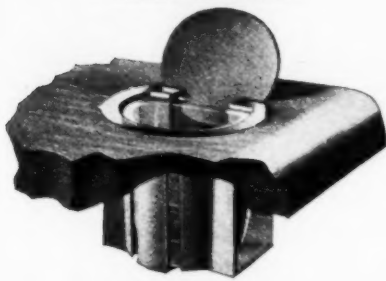
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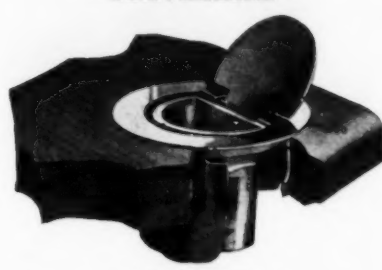
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Flush Top All-Steel Inkwell

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Squires No. 8 Inkwell



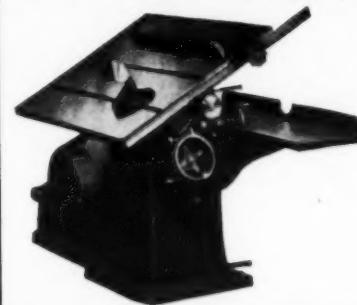
Squires No. 2 Inkwell

Undoubtedly our flush inkwells are the best on the market and more extensively used than any others. Our No. 8 fits the same size hole as does our No. 3, but holds about 50% more ink and is generally preferred on that account. It is finished in bronze but will nickel when so ordered.

Our No. 2 sliding lid inkwell has a wide flange and will cover up or fit any hole from  $\frac{1}{4}$  to  $\frac{3}{4}$  inches in diameter. It was designed especially to refit old desks. This inkwell extends less than  $\frac{1}{4}$  of an inch above the surface of the desk, is nearly as good in this respect as a flush inkwell. The glass sets inside the iron holder. See last month's Journal for other styles. Write for illustrated circular and prices.

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## BUILDING AND FINANCE.

Detroit, Mich. That the application of modern business methods to the management of the financial affairs of the school board has resulted in a great saving to the city is indicated by a recent accounting of expenditures.

It had been the custom for a long time for principals and janitors to make requisitions as frequently as they were disposed, and no check was placed on the amount of expenditures which might be made nor on the necessity of requested articles. The secretary's office had no means of checking the waste in supplies.

With the adoption of the new pro rata system employees are required to bring old stock for inspection and to demonstrate the necessity of new material. Principals are required to use the old supplies and equipment before asking for new.

The system has placed an effectual check on the expenditures so that waste has been cut down to a minimum. The coal item is especially watched and janitors are required to keep the bill down by using the proper kind of coal and running the furnaces in the right manner. The new plan permits the accounting of every cent at the end of the year.

Chicago, Ill. The board of education has created the position of superintendent of school grounds with an annual salary of \$2,500. The new official will be charged with two main duties:

The planning of school grounds so that a large recreation place shall be reserved for the children, and that there shall be some attraction in those grounds.

The planning and the bringing into proper condition of the grounds of all schools; special instruction to the children in the future care of the grounds, and assistance in the development of school gardens thruout the city.

Mr. Carl A. Melzer, a practical gardener, has been selected to fill the position.

Racine, Wis. Careful thought of the future needs of the schools and a building policy calling for a minimum of sixteen rooms in each new structure will be the guide for the school board in its building operations. Following the erection of a new 8-room school it was found that the building afforded accommodations for only 320 pupils. The total enrollment was 473 pupils. An addition of eight rooms has now been provided for in an appropriation of \$25,000.

Atlanta, Ga. The initial step in the direction of a campaign for better school accommodations has been recently taken with the adoption of

a resolution by the local anti-tuberculosis and visiting nurses' associations asking for a special tax to provide adequate room in the public schools.

The resolutions read:

"That inasmuch as the crowded condition of our public schools is conducive to the spread of infectious diseases, especially that of tuberculosis, and that growing children require light and sunshine as well as fresh air.

"That the Anti-Tuberculosis and Visiting Nurses' association urges that arrangements be made for special taxation in order to provide more adequate room for the accommodation of the pupils, and that more efficient teachers may be employed."

Portland, Ore. Members of the board of education have trimmed the budget for the maintenance of the public schools during the year 1914 from approximately 10.6 mills to 7.75 mills and probably a further cut will be made.

In the elimination process virtually every proposed new structure as well as new school and playground sites fared badly. All told the budget was pruned \$876,000. Teachers' salaries were left at the estimate of \$1,225,000.

Cleveland, O. Director Hogen has recently taken up with Architects Barnum and McCornack and Supt. J. M. Frederick the question of a building policy for the present school year. It is desired that the two new buildings be started this year.

School-board members have been voting to split up public-school auditoriums into classrooms to relieve the congestion in the buildings where these rooms are included. A recent request to take the same action with a school auditorium precipitated a discussion on the wisdom of such a course. It was pointed out by one of the members that if this practice continued the board would have no suitable halls in which to conduct social center and civic meetings should the legislature of Ohio grant authority to incorporate these activities into the schools. In cutting up the auditoriums only temporary partitions are used so as to keep the rooms intact. In spite of this fact, it would cost considerable to make the rooms again fit for meeting places.

Toledo, O. The reorganization of the entire elementary school building plant of the city is proposed looking toward the standardizing of antiquated structures and involving an estimated cost of \$1,148,300. The money is to be spent during a period of four or five years and will be applied strictly to buildings and surrounding

property owned by the board. The work will involve the erection of new buildings in place of old ones, the repairing of others, the installation of new heating and ventilating systems, and the elimination of fire hazards and arrangement of exits.

The school board of Joliet, Ill., has installed a checking system for bills covering coal, light and materials used in the schools. The plan was outlined by Supt. R. O. Stoops and follows the requirements of the N. E. A. committee on records and reports. Blanks are provided for the receipting of supplies and for recording meter readings.

The innovation is the result of the discovery that in one school the lighting bills had been coming automatically without any reductions and it turned out that the meter clerk had neglected to make the long trip to the school and had made up the account to suit himself.

Springfield, Ill. The school board has adopted a resolution that provides for the carrying of insurance by the school authorities as fast as the present policies with the individual companies expire.

Rochester, N. Y. The office of superintendent of school buildings has been permanently established with the appointment of Mr. J. M. Tracy to the position. The salary is \$3,000 per year.

The board of education of Detroit, Mich., has made arrangements to pay its employees bi-weekly. The change in the method of payment is the result of a state law requiring that mercantile, manufacturing and public-service corporations make semi-monthly payments to employees. The assistant corporation counsel has declared that the law sought to include every corporation, but as it reads, the board does not come under its provisions.

## FIRE PROTECTION THRU THE SCHOOLS.

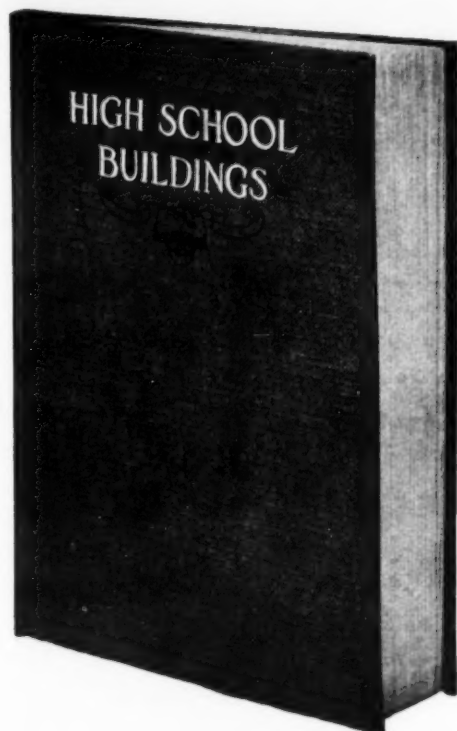
Madison, Wis. Supt. R. B. Dudgeon has issued a set of suggestions relative to fire drills in the elementary grades. They are as follows:

1. While pupils are in a school building no school door, either inside or outside, should remain locked under any pretext whatever.

2. Where there are double doors for an outside opening, the one into which the other latches and locks should be bolted at the bottom only during the school sessions, and the bolt should be tested daily to see that it moves easily. At the first signal for fire drill or fire alarm boys especially appointed and drilled for the purpose should unbolt and fasten both doors open.

# High School Buildings

By WM. C. BRUCE



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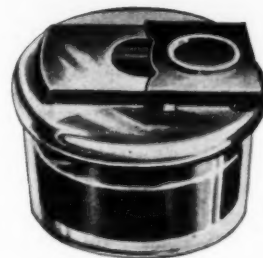
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Pat. Nov. 14, '11

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3. Fire drills should be given on pleasant days only, at least once a week, until both pupils and teachers are well drilled and the building can be vacated in a prompt, orderly, and safe manner. After this, drills should be given at least once each month and each drill reported to the office.

4. Five short, sharp rings should be used as a signal for fire drills, and the same signal should be used in case of a real fire alarm. The pupils should not know whether the signal is for a real fire or only a drill. The important purpose of fire drills is to prevent panics. To this end, every teacher must have some assigned place and duty and every child must know what to do and where to go in case of fire.

5. In buildings with two or more stairways and two sets of outside doors, there should be at least two systems of signals so that in case one exit is cut off by fire, teachers and pupils may be directed to the other. Careful drill should be given for each system.

6. After each fire drill, teachers should take a few minutes to impress upon their pupils the necessity of keeping their heads and acting with coolness and intelligence in case of fire, whether at home, in a hotel, in a public audience, or on board a steamboat. A few cool heads may prevent panics and avert serious calamities.

At the high school orders have been given to janitors on the necessity of keeping the exits in good condition and the fire escapes free from ice and snow. The following regulations will be adhered to:

1. The fire signal will be four short rings in rapid succession.
2. At every drill the teachers will come at least to the first floor.
3. The teachers should act as generals in helping their pupils to follow out directions.
4. Pupils will pass in single file.
5. The time of fire drills will be varied.
6. The pupils leaving the building first must go far enough away to make room for those who follow.
7. Pupils from the third floor will pass down before pupils from the second floor.
8. The pupils will go back into the building at the ringing of the bell.

Fort Smith, Ark. The board of education has adopted a new system of fire drills which involves a uniform fire signal by the striking of five short rings, followed by one long ring. It is intended that the use of the same signals in all the schools shall so train the grade pupils that they may become familiar with it when they go to the high school. In cases of transfers from one school to another, it will not be necessary to give information regarding a different signal.

The state fire marshal of Michigan has communicated with the chiefs of the fire departments in the principal cities asking that they call the attention of school authorities to the provisions of the law regulating fire drills. State educators and the press are urged to give the law the widest circulation and enforcement.

## Fire Drills Effective.

Columbus, O. Inspections of the public schools for rapidity and ease of evacuation in case of fire have been completed by the chief of the fire department. The results show that altho most of the schools are large structures the pupils are prompt in leaving and the drills are effective in that everything is orderly and free from disturbance.

The inspections show that in the case of the largest building, the Ohio Avenue school with a total of 734 pupils, only one minute was consumed in leaving. In the smallest building, the St. Johns school with 320 children, only 55 seconds were taken. The most rapid time was made by the Stewart Avenue school when 470 children left the structure in 40 seconds. The slowest time made was in the case of the South high school when one minute and ten seconds were consumed by the 502 students.

## FOR FIRE PROTECTION.

The Wisconsin State Fire Marshall, Mr. C. P. Host, has issued a circular to the school and church authorities of the state urging that careful attention be given to fire hazards during the winter.

Mr. Host calls attention to the fact that there were nineteen school fires causing a damage of \$56,435 during the past year, all of which could have been avoided if proper precautions had

been taken. The fires were mainly due to the proximity of stoves, furnaces, boilers, smoke-pipes, heat carrying pipes and registers to unprotected woodwork. He urges that where woodwork comes in contact with heating apparatus it should be protected with metal over heavy asbestos.

Mr. Host says:

"The management of the heating plant also constitutes a distinct fire danger in both classes of buildings. Often the janitor touches off a filled furnace, opens the draft, closes the fire door and hurries out to do his other work. The furnace, pipes and registers become overheated and ignite the woodwork. Neither does the janitor see or hear the smoke explosion or back draft that forces open the fire door and scatters the fire over wooden floors and partitions.

"The public pays for the fuel and no economy of it is therefore usually practiced, and the whole heating plant and chimney are thus put to a much more severe test than in dwellings. This again emphasizes the necessity of a particularly safe installation of heating plant and flues and a well-built, lined chimney, to withstand this extraordinary strain.

"No woodwork in the floors or elsewhere should come in contact with the chimney.

"Shingle roofs are especially dangerous on school buildings. Quantities of papers are burned in stoves and furnaces, carried up the flues and then set fire to the dry, fuzzy, moss-covered shingles.

"The placing of furnaces near stairways is another menace, as this enables the fire to spread rapidly to the upper floors, and is liable to cut off the best means of exit.

"Because of the great danger to human life by reason of fire or resultant panic and stampede these defects are unpardonable in public buildings, and official neglect and indifference alone permits them to remain."

Fort Dodge, Ia. The school board has appointed a nurse for the public schools. The nurse will make the rounds of the different buildings prepared to minister directly to the minor ills of the children and will also inspect the physical condition of the children and their surroundings.



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Certain letters we receive go to our "Cheer up" file.

From the state capital that dethroned a governor:

"Your work is the best I have ever had done."

From the state capital named after our greatest president:

"Your plant most satisfactory and your methods most pleasing. Our regards to Mr. Cox."

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Lexington, Neb.  
York High School, York, Neb.  
Dodge High School, Dodge, Neb.  
Winfield High School, Winfield, Kas.  
Webb City High School,  
Webb City, Mo.  
Clinton High School, Clinton, Mo.

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### RELATION OF THE SUPERINTENDENT OF SCHOOLS TO THE SCHOOL BOARD.

(Concluded from Page 17)

and the various courses in the high schools, the special schools which students of education today recognize as necessary, the arrangement of school terms and vacations and the hours of daily school sessions. In the detailed arrangement of courses of study in the selection of the textbooks and school apparatus to be used in the work of instruction, and in the selection, promotion, transfer and removal of teachers and other educational employees, the superintendent should have the last word. It is proper that in all these matters he should consult and advise with the board and its committees. He may very properly and frequently shape his final decision in the light of information and counsel which he receives in this manner, but when, after such consultation and after counseling with his proper professional advisers, he reaches a conclusion as to programs of instruction or textbooks, or as to appointment, transfer, promotion or dismissal of educational employees, his approval should be necessary.

The lay board of directors, representing the owners of a hospital, would never think of telling the surgeon in charge whether the operating surgeon should in an amputation use a scalpel or the scissors for a certain separation, or whether the anesthetic should be ether or chloroform or nitrous oxide gas. Yet, school boards every day argue over, and assume to decide what textbooks shall be chosen, and whether a subject shall be taught with or without a textbook. No such hospital board would assume to tell its surgeon in chief whether Assistant A. or Assistant B. or Assistant C. should perform an operation for appendicitis or

for goiter, or should take charge of a case of typhoid fever. But, lay members of boards of education every day overrule the recommendation of their professional adviser, whom they expect to hold responsible for the work of their schools, and themselves assume to decide which teachers shall be employed, or promoted, or discharged, or which shall be favored by increase of salary.

No school system in which such practice obtains will ever be as good, or as well worth the money it cost, as it might, and ought to be. It is only when the superintendent and the board both recognize the proper limits of the authority and responsibility of each, that the proper effectiveness of administration can be secured; and it is rare to find this situation existing in any consistent way, except in those few cities where these respective powers and responsibilities are clearly defined and prescribed by law. The passage of good laws for the organization and administration of city school systems would do more at the present time to improve such schools than any other single agency could bring about.

### NEW SCHOOLS IN NEW ORLEANS.

(Concluded from Page 23)

Towards the left, in the stair landing, is an emergency infirmary with a cot, bath tub and all necessary apparatus. In the front of the building, on the same floor, is located a large sewing room with mahogany cabinets, and adjoining this is a cutting and fitting room. In the room at the right-hand corner, millinery will be taught and the corner room, at the opposite end, is for art needlework.

The first floor is similar in plan to the top floor and the wide corridor is flanked on one side by a library, a principal's room, and study

rooms. On the other side is a large assembly room, used for various purposes. The corner room at one end is devoted to salesmanship and the other to artistic designing.

In the basement, at one corner, is located the garment making room with power driven sewing machines. At the other end is a large lunch room. In the rear, in one corner, is the toilet room with a dozen lavatories and at the other end a laundry room with a battery of tubs where fine laundry work is taught.

Sanitary drinking fountains are located at convenient points on all floors and in the basement. The walls are white, rough finish and the woodwork is dark oak mission stain. The building is heated by hot water and the fixtures are of the most approved pattern.

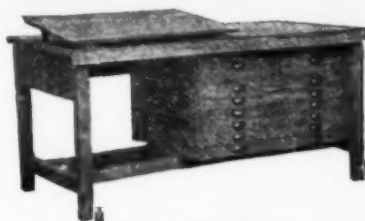
### N. E. A. TO ST. PAUL.

That the summer session of the National Education Association will go to Saint Paul is certain according to a statement of Supt. M. C. Potter. A membership of seven thousand from Minnesota and an additional enrollment from the contiguous states has been guaranteed to the association. The local organization is being perfected and an active campaign for memberships has been begun. It is expected that the convention will arouse much interest in Canada.

The Southern Education Association, at its recent convention in Nashville, elected Mr. W. K. Tate, of Columbia, S. C., as president for the year 1914. Mr. W. R. Clayton, of Birmingham, was chosen as secretary and treasurer of the association.

J. E. Talbot, formerly superintendent of schools at Fairfield, Neb., has been appointed to the position of supervisor of schools at Panama. The new office carries with it a salary of \$2,000 a year with free headquarters and free transportation furnished. During Mr. Talbot's three years of service the schools have been developed and new courses in domestic science, agriculture and manual training have been introduced.

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When it is not — and lead dulls it very quickly — it will break the lead.

Any machine with steel cutting edges or knives will act just the same.

That is one reason for the failure of many machines. They are not practical.

We claim that ours is practical and would like to have you try them.

Price \$3.50. Send for descriptive circular.

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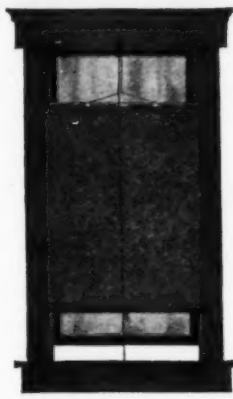


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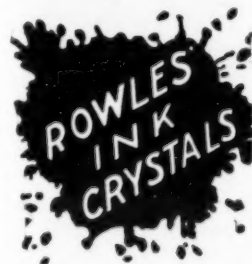
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have been convinced of the folly of buying Liquid  
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That is proof of the quality.

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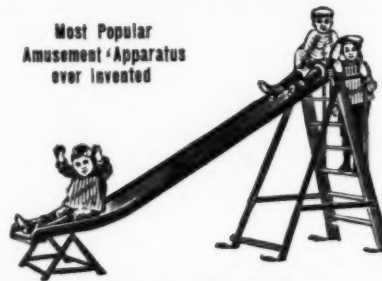
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Used  
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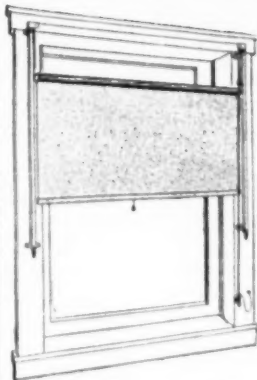
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Have NO SPRING  
ROLLER.  
Fold to ONE-SIXTH  
their area at one  
operation.  
Act at both top and  
bottom ends.  
Have the fewest parts  
never get out of order.  
Act most rapidly and  
last longest.  
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controlling the  
light and shade  
as you need it.  
—as to merit—  
more than a thou-  
sand schools are  
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School Boards (in  
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manent sample.  
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## AN INCIDENT AT THE GRAND RAPIDS MEETING.

(Concluded from Page 14)

the 12,000 in Boston and corresponding num-  
bers elsewhere, they will ask and take less of  
the fifty here and two hundred there who are  
getting thoroly good instruction oftentimes pay-  
ing for a large part of it themselves by re-  
duced wages and the manufacturer's co-opera-  
tion. These will get better care rather than  
worse but the talk and the new effort will be  
principally about the now neglected, shall I  
say thousands, no in truth hundreds of thou-  
sands—in the nation, millions.

May the writer express very sincere regret at  
two features of the report on his article that no  
one has mentioned. The title is personal. He  
never used it, nor could he. When it was sug-  
gested, he negatived it with many reasons. His  
surprise was great at finding his wishes and  
judgment disregarded. The same words pre-  
face an article in the November issue by Doctor  
Booker T. Washington. Others may be forth-  
coming from other sources. The writer of the  
October article feels that he unknowingly made  
a personal sacrifice to the demand on the part of  
the reading public, for the personal in print.  
He now has good company and the further  
knowledge that in no quarter will Doctor Wash-  
ington be lightly considered by the ungenerous  
for the headlines that most intelligent publishers  
think best to use.

### An Error Corrected.

Wisconsin is said in an able survey recently  
made to have 1,500 sixteen year old girls teach-  
ing school. The article said 5,000. This former

figure was intended to be used because experi-  
enced authorities said it was a fair average  
figure for the country over; the State Superin-  
tendent insists that there are less than a hun-  
dred in Wisconsin.

May we not possess that largeness of spirit  
and vision that will rewrite our various limited  
or ex parte experiences in broader and inclu-  
sive terms. The teachers of the United States  
have infinitely blessed and bettered the nation  
by intelligent and patriotic service. Their  
schools must be vocationalized in some of their  
courses as the teachers so much desire and are  
in fact doing.\* We all see this and pray for  
successful outcome.

The fifty per cent of the children who, be-  
cause of the impulses of adolescence or for other  
reasons, leave school prematurely are another  
and different problem—the problem of "the child  
in employment."† It is relatively easy for all  
who work to visualize the situation and the  
needs of this class including all those older  
persons who, in their turn, so left school and  
are in employment. Consideration of this class  
affords in some respects a new and utterly  
democratic point of approach and it is the plea  
for those in the limited space of restricted  
article—a "restricted" plea—that has now  
caused debate.

There is a third point of view, that of the

\*See Bulletin No. 28, National Association  
of Manufacturers, 30 Church Street, New York  
City.

†Ibid. Bulletin No. 34—these bulletins will  
be mailed gratis on application.

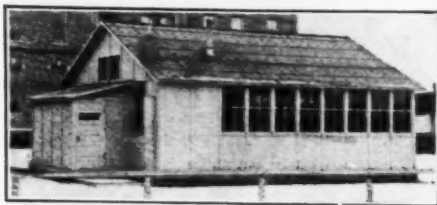
noble men and women, who for thirty years have  
built up our Trade Schools—have made poor  
mechanics better and good mechanics ex-  
cellent, and made the lesser captains of  
industry in our shops. To this noble group  
industrial education is not the making of a hap-  
less waif into a decent understanding worker,  
but the making of the excellent and super-  
excellent. These leaders at first thought may  
criticise as sloppy and mis-named Vocational  
Education as it must be for the tremendous  
substratum next below, and in intelligent touch  
with, the Trades School. There is clear indica-  
tion that the varied and relatively unrelated  
experiences of these three sections of Vocational  
Education will shortly be re-stated in inclusive  
terms, balanced, satisfactory, constructive and  
generally satisfactory. The writer has been a  
small part of a very considerable effort to ex-  
press these relative interests and has been more  
a clearing house than personal, as respects these  
expressions.

Dubuque, Ia. A night school has been opened  
with an initial enrollment of 133 pupils. The  
school meets three times a week with sessions  
of two hours each. The subjects of instruction  
are English for foreigners, advanced English,  
spelling, penmanship, bookkeeping and mechani-  
cal drawing. The work will be extended and  
other courses will be offered if demand calls for  
them.

Pittsburgh, Pa. The board of public educa-  
tion, at its annual reorganization meeting on  
November 10th, re-elected its officers, from Presi-  
dent David B. Oliver down, to serve for another  
year.

Hon. Henry R. Edmunds has been re-elected  
president of the Philadelphia board of education.





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### LEGAL NOTES.

A decision which has the effect of abolishing fraternities in high schools and of upholding school authorities in their efforts to this end has recently been given by the Appellate court of Illinois.

The decision was made in answer to an appeal by the Oak Park board of education from an order of the Circuit court ordering a writ of mandamus against the board, and concerned the reinstatement of a student who had been expelled with several others for holding membership in these societies. The Circuit court upheld the plea of the counsel for the defense on the ground that the disbarment from school worked an injustice but the higher court ruled that school boards have the right to formulate rules and to expel students for disobedience.

Springfield, Ill. Representatives of fifteen of the thirty-six township high-school districts organized under an act of the Illinois legislature in 1911, have recently gone before the State Supreme Court to ask relief from the serious predicament in which the districts find themselves as a consequence of the court's recent decision declaring the act unconstitutional.

The court last week granted a rehearing in the case in which the act was declared invalid.

Of the school districts organized under the act, most of them have already issued bonds, erected buildings, and levied taxes to meet the indebtedness. In such cases the school authorities are completely at a loss to decide what course to pursue.

The fifteen districts represented before the Court have made bond issues aggregating \$630,000, which are tied up by the court's decision.

The serious present handicap to the progress of these schools is due to the hesitancy and fear of township treasurers in honoring warrants issued by the boards affected, even when funds are available. In one instance fifty public-spirited citizens have agreed to be responsible for the running expenses of a school. In still another case forty men have signed notes to raise money to complete a building.

In an opinion given by Assistant Attorney General W. M. Harris of Texas, it has been ruled that the constitution (art. 16, sec. 30), providing that the legislators may prescribe a term of office of six years for boards of trustees of educational and other institutions in the state, does not apply to boards of trustees of independent school districts. The opinion states that the act of the legislature, in its thirty-third session (chap. 93) providing for a six-year term of office

for the trustees of the San Antonio independent school district is void as relating to the length of term and the balance of the act is so inseparably connected with it that the whole is void.

The decision was given to the attorney of the San Antonio school board and has the effect of withholding the approval of bonds voted by the district.

The full bench of the Supreme Judicial Court of Massachusetts, in sustaining the exceptions of the inhabitants of the village of Sherburne in a suit brought against it by Clifton L. Barnard, has given an important decision as to the rights and powers of school board committees to expel from a particular school a pupil who is deficient in his studies, providing that they give the pupil an opportunity to continue his studies in another school to enable him to reach the required standard. In such a case the court holds that under the statute an action cannot be maintained against a town for unlawful expulsion from the public schools.

### Continuation Schools in Wisconsin.

Continuation schools have been definitely established in Appleton, Beaver Dam, Beloit, Chippewa Falls, Cudahy, Eau Claire, Green Bay, Janesville, La Crosse, Manitowoc, Marinette, Menasha, Menominee, Neenah, North Milwaukee, South Milwaukee, Oshkosh, Two Rivers, Wausau, West Allis.

In Fond du Lac, two schools have been established; in Milwaukee, four; in Racine, two; in Sheboygan, two; in Superior, two.

Schools are about to be established and money has been levied for their support at Marshfield and Stevens Point. Schools are to be established shortly when tax moneys become available at Ashland, Grand Rapids, Portage, Watertown, Waukesha.

Since state aid can be granted only on condition that school is in session eight months, cities which qualify for state aid for the year 1913-1914 shall begin the continuation schools on or before November 1st, 1913.

### COMING CONVENTIONS.

Dec. 6—New England Association of Mathematical Teachers at Boston. William B. Carpenter, Pres., Boston.

Dec. 6—New Jersey High School Teachers' Association at Newark. Cornelia MacMullan, Secy., Montclair.

Dec. 17-18-19—Southern California Teachers' Association at Los Angeles. Mark Keppel, Secy., Santa Ana.

Dec. 22-23-24—Indiana State Teachers' Association at Indianapolis. Adelaide S. Baylor, Secy., Indianapolis.

Dec. 25-30—National Federation of Commercial Teachers at Chicago, Ill. F. M. Van Antwerp, Secy., Louisville, Ky.

Dec. 29-30-31—Ohio School Improvement Federation at Columbus. W. N. Beetham, Secy., Bucyrus.

Dec. 29-30-31—Oklahoma State Teachers' Association at Tulsa. L. E. Weatherwax, Secy., Muskogee.

Dec. 29 to Jan. 4—American Association for the Advancement of Science at Atlanta, Ga. L. O. Howard, Secy., Washington, D. C.

Dec. 29 to Jan. 2—National Music Teachers' Association at Cincinnati. Charles H. Farnsworth, Pres., New York, N. Y.

Dec. 29-30-31—Illinois City Superintendents' Association at Springfield. B. D. Remy, Secy., Decatur.

Dec. 29 to Jan. 3—California State Teachers' Association—Bay Section, at Oakland. A. J. Cloud, Secy., San Francisco.

Dec. 29-30-31—Modern Language Association of America at Cambridge, Mass. W. G. Howards, Secy., Cambridge.

Dec. 29-30-31—New York Academic Principals' Association at Syracuse. Seward S. Travis, Pres., Greenport.

Dec. 29-30-31—New Jersey State Teachers' Association at Atlantic City. Chas. B. Boyer, Secy., Atlantic City.

Dec. 29-30-31—Illinois State Teachers' Association at Springfield. S. B. Hursh, Pres., Macomb.

Dec. 29-30-31—Arkansas Negro Teachers' Association at Little Rock. Lucretia E. Wyatt, Secy., Fort Smith.

Dec. 30—Florida Education Association at Key West. R. L. Turner, Secy., Inverness.

Dec. 30-31-Jan. 1—Pennsylvania State Teachers' Association at Pittsburgh. J. B. McCaskey, Secy., Lancaster.

Dec. 30-31-Jan. 1-2-3—Idaho State Teachers' Association at Boise. Ivy M. Wilson, Secy., Boise.

Dec. 31-Jan. 1-2—Wyoming Teachers' Association at Kemmerer. Maud Dawes, Secy., Douglas.

Feb. 12-13-14—Southern Minnesota Teachers' Association at Mankato. Emma C. O'Donnell, Secy., Mankato.

Feb. 23-28—Department of Superintendence, N. E. A., at Richmond, Va. Ben Blewett, Pres., St. Louis, Mo.

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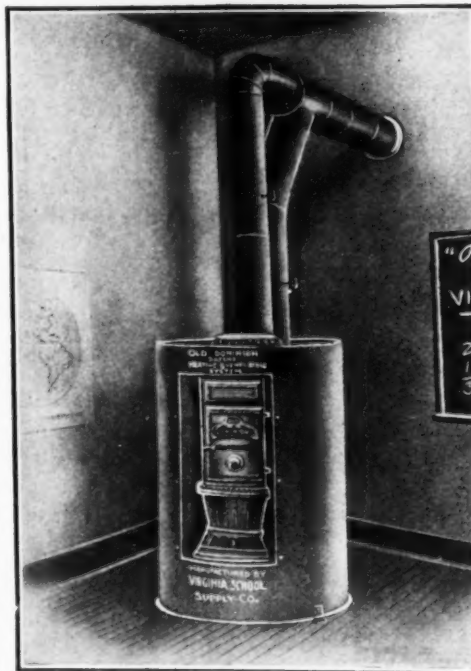
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It does not re-heat  
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No other system does  
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It does not require a  
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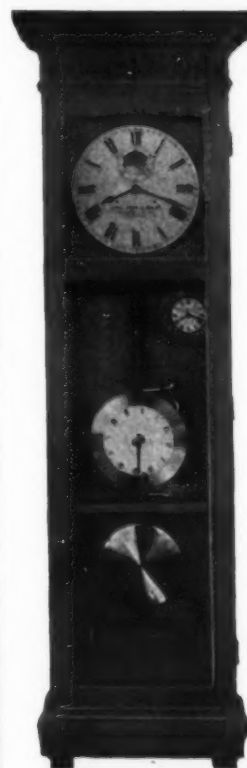
It draws the foul or vitiated air from the floor of room by a syphon  
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### He Knew Better.

The scientific information which modern children pick up in school is sometimes disturbing to their elders.

So it was with two youngsters who were enjoying a visit to their grandmother and were watching with interest the preparation of dinner in the old-fashioned kitchen.

"What's in that pot, Grandma?" asked Hazel, pointing to an iron kettle on the old range.

"Water," said the grandmother. "Just water and the sound it makes when boiling is a bad fairy —"

"No 'tain't," interrupted Tommy, "that's the microbes crying."

### Why George Was Famous.

The incumbent of an old church in Wales asked a party of Americans to visit his parochial school. After a recitation says the Youth's Companion, he invited them to question the pupils, and one of the party accepted the invitation.

"Little boy," he said to a rosy-faced lad, "can you tell me who George Washington was?"

"Iss, sir. 'E was remarkable 'cos 'e was a 'Merican general."

"Quite right. And can you tell me what George Washington was remarkable for?"

"Iss, sir. 'E was remearable 'cos 'e was a 'Merican an' told the thruth."

Teacher: "John, give us a simple, descriptive sentence which can be expanded."

John is silent.

Tommy: (whispering) "Teacher is a big fool."

Teacher: (reproving Tommy) "Silence. John will get on to this himself."



### His Distinction.

Professor (lecturing on Napoleon Bonaparte) —Even his worst enemies, however, must credit him with the distinction of being the first Napoleon.—Meggendorfer.

### A Preventive Measure.

Eight-year-old Harriet announced her intention of giving up her German lessons with Fräulein.

"She hugs and kisses me all the time I'm at lessons, and—ugh—I do hate Dutch," Harriet explained.

Father, who is something of a diplomat, reasoned with her: "See here, my little girl, I have read German and French with Fräulein ever since I was your age, and she has never tried to hug or kiss me."

"Father," observed the child dryly, "you had better touch wood."

### Good Advice.

An unprepared school director went to address a school. Thinking to be funny, he asked this question:

"What would you do before so many bright boys and girls, who expected a speech from you, if you had nothing to say?"

"I'd keep quiet," replied a small boy.

### Conclusive Argument.

A suburban school, just opening, was composed of both city and country children. The teacher selected eight boys to debate the subject: "Which is preferable, Country or City Life?"

After they had read many arguments with much enthusiasm Country John laid down his paper and said: "Mr. President, they don't know what they're talkin' about. The city boy knows nothin' about 'going to town,' and that beats anything I know."

### Higher Education.

Gerald—"I have never kissed a girl before."

Geraldine—"You have come to the wrong place; I'm not running a preparatory school."

"My wife is attending the new cooking school."

"How are things coming along?"

"The school must be very poor, judging by the way things turn out."

### Deutsch.

Lehrer—Eine recht klagliche Arbeit, die Sie da geliefert haben, so ganz, wie Ihre Art ueberhaupt ist. Da setzen Sie erst ein Semikolon, wo ich einen Punkt diktiert habe; das ist der erste Fehler. Dann schreiben Sie noch oben drein klein danach, als ob ich das Semikolon diktiert haette, das Sie geschrieben haben; das ist der zweite Fehler.

"An' that ungrateful boy of mine," whimpered the man in the prisoner's dock. "After all the sacrifices I've made for him he refuses to pay my fine."

"What sacrifices did you make for him?" asked the attorney.

"What sacrifices? Didn't I let him earn his way through college?"

O'Sullivan—Hez Cunningham many children?

Rooney—Hez he? Shure th' yells in Cunningham's house wud remoid ye av a college football game.



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### On the Firing Line.

Miss Primer—"You say she was a war-correspondent?"

Miss Grammar—"Yes, she was secretary of a teachers' equal pay association."

Raymond's school report was not what it should have been and his father remonstrated with him sternly.

"It isn't as if you couldn't get good reports if you tried," he said. "At the beginning of the year you did well, but the standings reported here are much lower than they were before Christmas."

"Well, you see, papa," whined Raymond, seeking any sort of an excuse, "every thing's marked down after the holidays, you know."

### What It Actually Does.

Miss Grammar—They say that travel broadens the mind!

Miss Montessori—I don't know. It usually leaves a teacher with a single topic of conversation.



### A Classic.

"How does your new book on pedagogy go?"

"Great! I am convinced that it is a classic."

"A classic? What convinces you of that?"

"Every schoolmaster has either seen it or heard of it, but not one has bought it."

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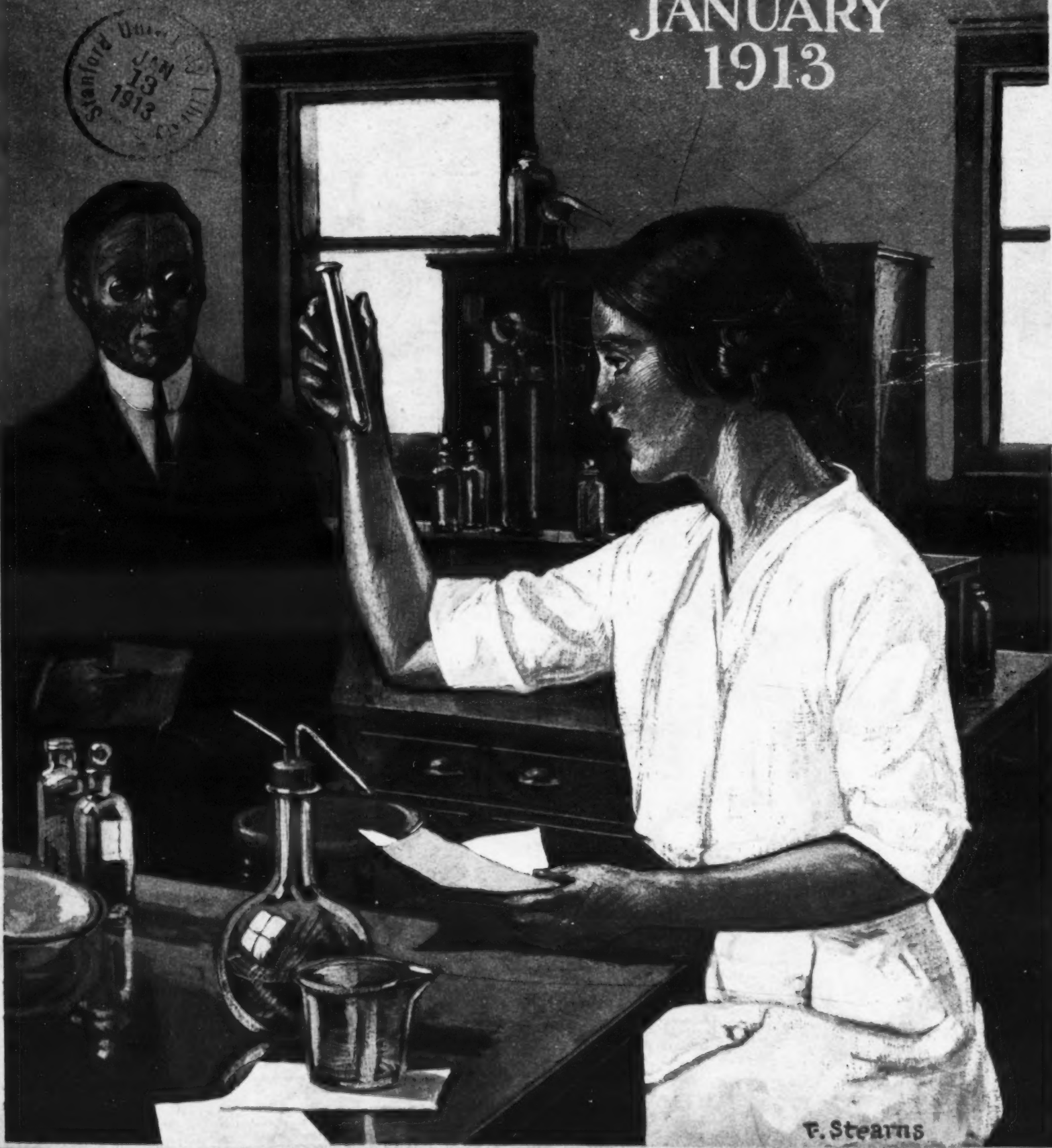
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